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State Normal and Industrial School for Women (Harrisonburg, Va.)

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The Normal Bulletin

STATE NORMAL SCHOOL

HARRISONBURG, VIRGINIA

COURSE OF STUDY

OF THE

TRAINING SCHOOL
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OF THE
TRAINING SCHOOL

STATE NORMAL AND INDUSTRIAL
SCHOOL
HARRISONBURG, VIRGINIA

THE NORMAL BULLETIN
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INTRODUCTORY NOTE

With the cordial co-operation of the School Board, Superintendent W. H. Keister, and the teaching force of the public schools of the town of Harrisonburg, these schools are used as training schools for the State Normal School. By this means the observation and practice teaching work of the students is done under real public school conditions.

This number of The Normal Bulletin has been prepared by Miss Yetta S. Shoninger, B. S., Supervisor of Training of the State Normal School. It is intended to meet as far as possible present needs. In a future edition it is the purpose of Miss Shoninger to include pages illustrative of the work of pupils, fuller accounts of the work that is being done in the Training School, sections on the play life of the school and on the teachers’ library, and fuller lists of references under the different subjects. Suggestions and criticisms are cordially invited.

Julian A. Burruss, President.
The course of study here given is in the making and for that reason it is less full in parts than is intended it shall finally be. The portions explanatory of work are added in the hope of making clear the educational stand taken by the Training School of the Harrisonburg State Normal. It is hoped the course will be flexible enough at all times to admit of the largest interpretation and any and all changes for the better that may arise.

Within the particular limits assigned for each grade the outline of work is meant to be suggestive largely and, because of this, overmuch detail of sub-topics has been avoided. With any course of study for the graded school, the intelligent teacher works intelligently and uses her own good judgment backed by experience and sound educational principle in its use. She is the one who can suggest and organize best the details of the plans for her particular work.

There is much to be read between lines in any course that has been planned with the educational scheme as a whole held clearly in mind. Teachers should know a course of study from first to last, they should understand and appreciate the growth forward and upward within each subject and the relation outward to other subjects, not forgetting the child-end of the course at any point. Unless we see our work in the light of the present and future good of the child, as a something that is helping him to be and to become, we are not seeing educational purposes clearly. To feel responsible for knowing her own grade course only is as narrowing for the instructor as teaching geography, history, literature, manual arts, nature-study, arithmetic, reading, spelling, or writing as worth while only for and of itself.

It is necessary to hold clearly in mind the learner's place in the teaching process for unless there is the proper kind of active learning at one end of the line there is very little good teaching at the other. Covering ground to "complete a subject" is not always a surety for the growth of
power and independence. In the preparation of any lesson, the most vital question a teacher can ask herself is, “How best can the child learn and make his own this particular problem?”—and in this learning best is involved all the problems of the richest growth of child heart and child mind and child body.

Proficiency in a subject as an isolated study is no longer a test of highest scholarship and soundest training. It is the interchangeable application of knowledge and powers that develops broader, deeper, keener insight and sympathy and truer scholarship and out of all this grows the truer efficiency. What is generally spoken of as correlation or relationing of subject matter in the grades is, in the last fine analysis, a recognition of the laws of interdependence of all things that are and ever have been.

And out of the recognition of this interdependence grows the unity of purpose and plan within the grade and the larger unity of purpose and plan throughout the school. Below the High School, the work naturally divides itself into Kindergarten, Primary, Intermediate, and Grammar Grade work but nowhere along the line is there a sharp line of division. From the lowest to the highest work there is a gradual growing forward and upward and the aims and purposes of the Kindergarten and Primary school work over into the larger aims and purposes of the upper grades.

Need for Recognition of Earlier Organized Education

The entrance into school life should be by way of the kindergarten. It should be the established right of all children to have at the least an education extending from the Kindergarten to the High School. The old idea of early education was that not until seven or thereabouts did an actual need arise to send the child to school. There the main purpose was that the child be taught reading, writing, spelling, and number. The mastery of these was the largest aim but realization has come that other aims are equally important. Early education must be less concerned with what the child knows and more concerned with what the child truly is. It is not what he knows that testifies to the worthwhileness of any school but what he is prepared to do and to be.

The world at large recognizes that true education
begins long before the school period of seven. It is during the impressionable years between three and six that the child is being educated in habits of obedience, helpfulness, courtesy, kindness, self-reliance, cheerfulness, and self-control. There is much need everywhere for the earlier organized education of children and the school education of every child should begin with the kindergarten. If, for the present, we can do no better, children should enter kindergarten at five, remain one year, and then be allowed entrance into the primary department of the public schools at six years of age.

Children live but once thru the precious habit forming years of kindergarten age and no one has the right to deny to them the opportunities and privileges and rights of childhood that can add to happiness and efficiency. All that can be done in the kindergarten and primary school to make life richer and stronger and happier then and afterwards should be seen in the light of duty toward present childhood and future manhood and womanhood.

The cost of kindergarten training for the state and the community and the family is little compared to the cost of comparative loss of time and comparative inefficiency if we deny to children the right kind of kindergarten training before their entrance into the grades.

With the exception of reading, writing, and spelling, all the subjects of the grades have their beginnings in the kindergarten. There the program centers itself about the child’s interests as these find expression in stories, in nature, in plays and games, in music, in drawing, in the various occupations and activities of life. So far, however, as the kindergarten child itself is concerned there is no differentiation of all this kindergarten material under the various heads that follow in the grades. There we find the course of study includes nature-study, literature, art, music, history, geography, constructive work, language, number, physical education, and the tool studies of reading, writing, spelling.

For the teacher, the kindergarten course easily organizes itself under the first ten heads and it is in the kindergarten that the foundations for each of these may be laid. There the child comes in contact with nature; he hears and tells again many beautiful stories; he takes part joyously in all the games and plays; he draws and paints, listens to
music and learns to sing many beautiful songs; manual work has its beginning here; in the stories of other children and other places are given the beginnings of history and geography; and with all this and thru all this the child is encouraged and helped to express himself freely and happily in words as well as thru other means.

It is there that the child comes in touch with the school program as a whole,—gets a survey of it all,—and then as he goes on thru the grades, his studies divide and divide under various heads until in the high school we have specialization even to the extent of election of particular courses,—and later in college and university we have extreme specialization thru which the student again finds unity in all things. In the kindergarten was first given to the child a first large survey and contact with life as a whole.

The child is given a rich fund of materials, ideal and practical, to carry with him to the grades and when the relation between the kindergarten and the primary is as close as it should be the materials prepared in the one are directly usable in the other. The well-trained primary teacher will find the well-trained kindergarten child rich in interests and materials that he is ready and eager to contribute. It is well worth while to have children come into the primary school more readily responsive, more keenly responsive, because they have learned to enter whole-heartedly into the spirit of the work. Herein lies the opportunity for the primary teacher. Much time is saved, better work and happier relations for all concerned result.

The rightly trained kindergarten child does not go empty-hearted nor empty-minded to the grades but takes with him appreciations for home, for nature and literature, a richer mental content than he otherwise would have, larger possibilities for doing and being; and the added power of good habits of conduct in general.

At present in the South the kindergarten represents the privilege of the few—the best shall not have been done until every child of kindergarten age has it as a right. It should become a part of our school system. If the Virginia school age limit would be re-adjusted so that at five children would have the privilege of entering kindergarten and at six years of age the primary, much will have been accomplished. In our Harrisonburg schools, the kindergartens are open to children above three years of age. The higher education of our state is a great work, a much
needed work, but it reaches but a small per cent. of those that should be reached early. Dr. Butler, president of Columbia University, has said, “The true kindergarten and the true university,—one at the beginning of education,—the other at the end,—are the two types of educational institutions on which the uplifting of our entire educational system depends.” Virginia has her true university,—she needs the true kindergarten to make her educational system complete.

**Interests of Children on Entering School and Purposes of the School are the Foundational Elements in the Organization of a Course of Study**

Certain educational principles control the making of a good course of study,—principles relative to child interests and society’s needs. In meeting the interests and powers and activities that the child contributes to the working scheme of education in the light of the larger future needs of the individual and of society, a general program of work readily adjusts itself.

The work of the educator is to meet the interests of children intelligently and to plan the course of study accordingly. By so doing there is a natural growth into a well-organized course. In Chapter II of *School and Society*, Dr. Dewey states that when children enter school they are running over, spilling over with activity of all kinds and that education is the problem of taking hold of and directing these energies.

The outline that follows shows the relation between the interests of children on one side and their needs on the other,—a relation that works over into educational principle and that becomes a guide in the choice of materials for a course of study that will mean growth along all lines. To get an all-rounded development the child must use all his powers,—the feeling, doing, thinking selves must find expression in nature, in music, in literature, in art, in industries.

The general outline of subjects on the right should form the basis for any particular course of study. Each of the lines of work should be represented in every course. Each study meets a natural interest of the child and true culture implies contact with and appreciation of all these studies. Right relating of subject matter, intelligent substitution of that which has proven more worth while for that which has proven less worth while, and the proper placing of the
tool studies in the day’s work, will be the solution of what may otherwise prove an overcrowded curriculum.

By elaborating upon this general outline according to the needs of community and age of children and time of year, the particular needs of particular localities and seasons may be included. Around and thru the large centers of work here represented are taught the tool studies,—reading, spelling, writing, and number.

<table>
<thead>
<tr>
<th>Interests of Children on Entering School</th>
<th>Subjects to be Represented on the School Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social interests met thru</td>
<td>family and community life</td>
</tr>
<tr>
<td></td>
<td>(history, geography, industries)</td>
</tr>
<tr>
<td></td>
<td>plays and games (physical education)</td>
</tr>
<tr>
<td></td>
<td>stories (literature, history, nature-study, etc.)</td>
</tr>
<tr>
<td>Investigative interests met thru</td>
<td>nature (all the sciences)</td>
</tr>
<tr>
<td></td>
<td>people (history, geography, and related subjects)</td>
</tr>
<tr>
<td></td>
<td>things in general (industries, inventions, etc.)</td>
</tr>
<tr>
<td>Constructive interests met thru</td>
<td>manual arts (measurement involved)</td>
</tr>
<tr>
<td>Higher expressive interests met thru</td>
<td>music</td>
</tr>
<tr>
<td></td>
<td>art</td>
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<td></td>
<td>poetry</td>
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</tbody>
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Each of the subjects here represented adds to the richness of inner life and to greater efficiency toward the world at large. Thru this work develop language, reading, spelling, writing, and number. The latter, the so-called tool studies, become meaningful when taught thru these value studies.

THE PRIMARY SCHOOL

The above lines of work are to have representation in the earliest school work. All the elements of true culture have their beginnings in the lowest grades. Love and appreciation for the beautiful in nature, in literature, in art, in life, should be fostered then if the school is to stand as an influence in the tastes that are formed in these directions. From the first, the deepest work a teacher can do is to form tastes and guide the will and direct the energies,—this is a large part of the definite task assigned the school.

Much depends on the primary school for its share in the finer, larger education for which all are working. The problems of the primary teacher touch the largest educa-
tional problems and, to be meaningful, her work cannot center itself about the three r's. Nor can she afford to let her educational outlook be limited by her particular work.

First values and beginnings of things must be seen clearly in the light of the end for the ends we aim toward work themselves out thru beginnings.

The primary teacher must bring to her work more than training tho this is essentially needful. She must bring conscious purposes, belief in herself, broad and deep sympathies,—the secret of tact,—energy, patience, resourcefulness, and a quiet, happy enthusiasm. She needs, too, a large cultural background, in a very real sense she needs the larger point of view. She must see and feel the organic unity of the whole educational scheme. She must develop a deep consciousness of the importance and place of her particular field of work. She must realize the worth of materials at hand. Thru her own appreciations of nature, literature, music, pictures, poetry, games and play, she will arouse and develop these appreciations in the hearts of her children. Under her guidance, each little child will grow into the more efficient boy or girl by virtue of growing from the smaller possibility into the larger.

**Purposes of the Primary School**

(Later aims and purposes are dependent on these.)

1. **To create desires to do and to learn.**
   "The important thing, after all, is not so much that every child should be taught as that every child should be given the wish to learn. If we succeed in giving the love of learning, the learning itself is sure to follow."

2. **To form tastes and guide will.**

3. **To develop the social self.**

4. **To develop habits of conduct.**
   "The power of habit is a wonderfully important factor in each individual life and it is important to establish these early. We must measure our educational work in terms of actual habits formed. And remember that the most obvious habits are not necessarily the most important; a new gleam in the eye, a new tone in the voice, a new vigor in intellectual work, may in the long run mean more for the cultivation of habit as a whole than a more tangible result. Many of the habits we wish to encourage in young children are habits of restriction and inhibition. It is very true that we are what we are by virtue of what we are not."

5. **To develop appreciations of the value studies.**
   Nature, music, literature, art, history, geography, industries.

6. **To give control of the tool studies.**
   Reading, writing, spelling, number, formal language.
"To keep close to the heart of a child and to encourage him in the expression of his vital thoughts and feelings is real language teaching."

Expression in any form is language whether that expression be in sculpture, or painting, or music, or gesture, or words. The Greeks were master artists in the language of marble,—the poets have been and are our master artists in the language of words. Each master artist, in the language of his gift, expresses to the world at large his truer feelings and his deeper messages.

There has never been a time when there has not been a real need for communication of feelings and thoughts and out of this need has grown all the various modes of expression,—the language of words becoming a universal means of expression possible to all. It is for greater power in interpretation of words and expression thru words that language study in schools should concern itself.

Of all subjects on the school-program, language is the most inclusive for every part of the curriculum contributes toward it, making it rich in content,—rich in that it draws upon literature, history, art, music, all the sciences, all of life. Every subject well-taught adds to language power while language power in its turn helps to strengthen subject matter thru the very re-action of expression.

The first need is control over materials,—the first significant result is freedom and spontaneity of expression because of that control. Emphasis must first be placed upon thought and feeling, and upon oral expression,—with the mastery of thought will come the greater ease of expression. Later the emphasis upon form is considered. Clear expression should run thru the day’s work whether that expression be in art, or dramatic play, or song, or occupation, or oral and written expression. From the lowest grade to the highest, this should hold good. This does not mean finished expression in every instance for children are often crude in their first attempts to express. Any best effort toward clear expression should always be encouraged for out of it grows the more worthy attempt.

Ruskin has said, “One of the greatest things a being can do is to see something clearly and to tell clearly what he sees.” The problem of the school in language work is to have children see clearly, feel deeply, and express forcefully.
The first requisites toward spontaneous, fluent expression are a quiet freedom and a happy ease of atmosphere in which pupils feel fully encouraged toward self-expression. Close personal interest and sympathy between teacher and children are the first means of establishing this,—a program of work in which the class is vitally interested is another.

It is needful to recognize the importance throughout the school of much oral work touching all phases of class work. In the lower grades, particularly, too little time is given to this generally. Dr. G. Stanley Hall has said, “There has been too much stress and effort in the beginning of school for written language work. There should be long apprenticeship to the oral method before using the written. We have been neglecting the ear and the tongue for the sake of the eye and the hand to the great detriment of the latter. We have wasted time in writing too early.” Chubb advocates that much oral work be systematically and deliberately done in order to gain freedom before accuracy. “The written work is determined largely by the previously acquired oral habit and practice.” Then, too, we use language far more often as a means of conversation or direct speech than as written communication. There is great need to incorporate good English into daily unconscious habit of speech in order that habit may work itself over into power of speech.

Essentials in good form must be established in the early years but care for form must follow care for content. Interest in subject matter thru wise selection of topics and control over that subject-matter thru oral discussion should precede form work. In his Imagination and Expression Dr. Dewey states, “Every mode of expression has the two sides of idea and technique. It is clear that in its process of expression the primary function belongs to the idea, the secondary to the technique; they are related as what and how.”

Accuracy comes thru form study and thru written work. Give but small units of work at a time but insist that the little be done well. Let some one definite aim be prominent in all formal language lessons. When possible, let the need develop the lesson on form. If situations do not present themselves, the teacher can, by express purpose, so direct the work that a need will arise. After mistakes are made, there is a need for “learning how.”
In the matter of criticism for better work, good judgment plays a large part. The standard of performance for one class may be far above or below that of another and the standards of performance for the individuals of any class must necessarily differ. Give expression full play before criticism. In written work develop correct form from the blackboard and then try to have pupils live up to the new standard given them. See that class criticism and self-criticism lead into better work as their judgments grow. "Attack the few bad faults unweariedly and let the rest go."

Unconscious imitation and absorption are the greatest means toward gaining control over words, phrases, and style, whether gained from contact with people or contact with books. Power grows thru appreciation and appropriation of the best.

The finest language teacher is the one who can develop in her pupils quality of expression thru arousing deep feelings, and appreciations, and recognition of worths. Literature is the one subject that fixes our standards of expression and it is upon this subject that language draws so freely. Give much literature to the child thru the ear alone; let the voice of the reader and her own deep appreciation of the beauty of thought and expression carry to the hearts of the children something of her own enjoyment. At times simply let the children listen to a beautiful passage or poem or story.

Memorizing beautiful selections has "its greatest service in storing the mind with treasures," but the gain of an author's words and phrases proves one of the largest means toward the enrichment of the vocabulary. Throuout the grades much memory-gem work is given. Reviews of this work of the previous year are planned.

Story-telling, picture-study, nature-study, history, dramatization, memory-gems, music,—all that tends toward enrichment of the child's heart and mind, tends toward richness of language power.

**Literature**

"Literature cannot be said to have served its true purpose until it has been translated into the actual life of him who reads. It exists so that where one man has lived finely ten thousand may afterwards live finely. Thru literature genius offers faith, courage, vision, noble passion, curiosity, love, and a thirst for beauty; thru fine emotions and fine ideas it offers the chance of living fully."
"Be contented to give to the children and to read with them a limited number of things. You cannot give every delightful and helpful thing. You can only introduce them to literature and teach them to love it. And when you have led them into a vital and personal love of literature, and set their feet on the long path of the reader's joy, you have done them the best service you can perform as a teacher of literature."

Thru stories and story-telling in the kindergarten and primary grades, entrance is made into the field of literature. Stories serve as one of the surest means of developing a love for literature and are foundational to much of the later interpretation and appreciation. New emphasis is being placed upon story-telling in schools, in libraries, in playgrounds the wide world over for it is now recognized as a fundamental educative factor for the child as it has been for the race. The unconscious absorption of the elemental truths in stories is one of the chief values of this work. Stories introduce the child to a world of art for all drama, poetry, and art are at the other end of the kindergarten and primary story.

Selections in the primary grades are made from Mother Goose, nonsense tales, fairy tales, fables, myths, legends, nature stories, Bible stories, historical tales, and primitive life stories. Much of the reading above Grade II is based on stories heard previously. The following poets are among those whose selections are used most largely in these grades:

Rossetti, Stevenson, Field, Thaxter, Larcom, Sherman, Tennyson, Coolidge, Ingelow, Carey, MacDonald, Longfellow, Sangster, Riley, Jackson, Whittier, Wordsworth, Blake.

Selections in the intermediate and grammar grades are made from the works of Whittier, Longfellow, Lowell, Bryant, Goldsmith, Holmes, Lanier, Browning, Tennyson, Dickens, Ruskin, Hawthorne, Stockton, Poe, Hale, Irving, Cooper, Kipling, Kingsley, Lamb, Wordsworth, Scott, Harte, VanDyke.

In Grade VI, detailed study is made of stories of adventure and tales of chivalry. In Grades VII and VIII, a few classics are carefully studied as reading. A few well-chosen selections, both prose and poetry, are assigned as home reading.

Each grade chooses its particular poet and prose-writer and artist whose works and lives are studied more intensively in those grades. Even in the lower primary grades
the pupils learn to associate particular poems and stories
with the authors of them.

In literature, the aim above the primary grades is to
develop a constantly growing and finer appreciation for
literary masterpieces and a larger and deeper power of in-
terpretation. Thru wise choices of various prose and
poetry selections suited to the grade, literary judgments
are formed and literary habits are established.

References on Teaching English

Self-Cultivation in English—Palmer.
The Teaching of English—Chubb.
Teaching the Language Arts—Hinsdale.
The Teaching of English—Carpenter, Baker, Scott.
Special Method in Language Study—McMurry.

The following books will prove invaluable on the sub-
ject of Stories and Story-telling.
The Story Hour (Introduction)—Wiggin.
The Place of the Story in Early Education—Wiltse.
Finger Posts to Children's Readings—Field.
How to Tell Stories—Bryant.
(Ch. I and IV particularly)
Teaching of English (Ch. IV)—Chubb.
Moral Instruction of Children—Adler.
Teachers College Record—Nov. 1904.
(Article on Stories and Story-telling by M. D. Runyan. Ex-
cellent.)
Stories and Poems with Lesson Plans—McGovern.
Story Telling Library—Slosson.

Outline of Formal Language Topics

GRADE I

The content studies of the grade, nature-study, songs, literature,
picture study, industrial and social life, should furnish the material for
all form study in language in this grade. Free conversation periods
should be part of the grade program.
1. Reproduction.
2. Simple sentence structure:
   telling sentences.
   asking sentences.

In this grade each new sentence in written form should begin on a
new line. Written work is to be largely blackboard work and individual
expression is to be encouraged. There should be very little "copying" of
sentences.
4. Capitalization and punctuation as needed.
5. Correct use of idioms, of verb and pronoun forms thru games and
   plays. Common expressions of polite usage to be used. A list of
   these stressed in each grade to be kept by the grade teacher.
GRADE II

Much original written work, blackboard and paper, based on pupils' experiences and the content studies of the grade. All written exercises should be short and the precedence of oral work must be established.

1. Reproduction.
2. Sentence structure.
   Development of class and individual criticism to strengthen good
   (a) expression.
   (b) arrangement.
   (c) spelling.
   (d) penmanship.

Aim to develop and strengthen a "linguistic conscience." Work toward good simple sentence structure and encourage individual ways of expressing the same thoughts. Good expression is largely a matter of ear training.

3. Capitalization. Drill upon the general use of capitals as needed in this grade:
   beginning sentences.
   beginning lines of poetry.
   names of persons, places.
   names of days, months.

4. Correct use of a selected list of pronouns, adverbs, irregular verbs, adjectives.

5. Correct use of a selected list of abbreviations, contractions, and homonyms.

6. The possessive form as need arises.

7. Simple dictation.

8. Title forms.

   The paragraph form may be introduced in this grade.

GRADE III

Review all previous form study. The written work should relate itself to all the work of the grade.

Self-criticism should grow out of class criticism.

1. Drills to impress correct use of selected lists of homonyms, pronouns, verb forms, adverbs, and adjectives.

2. Abbreviations and contractions.

3. Possessive form.
   Stress the singular possessive form before introducing the possessive of irregularly formed plurals. Introduce the possessive of regularly formed plurals last. The 's should be given as the possessive sign always, explanation following that when the plural ends in s, the last s is dropped for the sake of euphony.

4. The terms singular and plural introduced thru lists of words that mean one and more than one. These lists offer excellent drills in the spelling of plural forms.

5. Recognition of simple nouns, adjectives, and verbs as name words, descriptive words, action words. This grouping of words to grow naturally out of "vocabulary work."

6. The use of quotation marks.
   Changing direct quotations to indirect; indirect to direct; divided to undivided.

7. Kinds of sentences:
   Statement, question, exclamation, command or request.

8. Sentence structure:
   (a) expansion of a group of simple sentences to a complex or
compound sentence.
(b) expansion of a simple subject and simple predicate to a well-rounded simple sentence. This introduces simple modifiers for subject and predicate.
   Simple outline work to be much used in relation to paragraph study.
   (a) Begin with simple outlines and build into paragraphs.
   (b) Begin with the paragraph and work into the expression of the unit of thought contained therein.
   Stress form as to indentation and margin.
11: Letter writing.

GRADE IV
Emphasis upon right selection of materials for the grade work.
Review all previous form study.
1. Further development of the paragraph.
   Intensive work with the paragraph as a unit of thought.
   Studies treated topically in history and geography to be worked into paragraph form. Composition in this grade to center largely about the paragraph. Strong, clearly expressed short written lessons must not be sacrificed to poorly written long lessons.
2. Outline studies.
3. Drills for correction of common errors of form.
5. The terms subject and predicate introduced as the two parts of a simple sentence.
6. Parts of speech as suggested in the grade text.
   All along the line pupils are gaining grammar facts and power in the use of words but grammar as such is not studied before grades VII and VIII. All rules and definitions should follow and grow out of the pupils' experiences with facts and should be formulated by them as summarizing the points made.
Text: Hyde's English—Book I.

GRADE V
1. Composition.
2. Simple analysis.
5. Adjective and adverb phrases in simple sentences.
Text: Emerson and Bender's Modern English.

GRADE VI
1. Composition.
2. Analysis.
3. Diagram studies.
5. Dependent and independent clauses.
GRADE VII

1. Composition.
2. Analysis.
3. Diagram studies.
4. Intensive study of verbs.
   Parsing verbs and review of previous work.
5. Complex sentences.
   Clauses and phrases.

GRADE VIII

1. Composition.
3. Good usage of words.
Texts: Buehler's *English Grammar*.
   Buehler's *Exercises in English*.

READING

In the early part of the first year, blackboard reading holds the important place. All interests of the children, all activities of the school-room, furnish materials for this work. Nature, stories, memory gems, Mother Goose rhymes, games and play, occupations, songs, pictures, and general experiences, form rich centers for the work in beginning reading. Thru interest in the content itself, and not thru the mechanics, the child more readily masters this means of interpretation. In early primary work reading and language grow out of the very same centers of interest and are but different methods of approach to the same topic.

*The reading problem of the primary grades is to teach the pupil how to read* thru lessons that center about activities and thought content within his larger experience. He should find in the first reading matter presented to him something in which he is already interested. He learns very soon that his ability to interpret the first blackboard reading matter gives him power to join in the games, in the stories, in the general life of the school. *The reading problem of the intermediate and upper grades is to lead the pupil toward the what of reading and into the finer inter-
pretation of literature. In its best meaning, reading is interpretation and should be considered so throughout school work.

The primary grades are altogether responsible for giving to pupils a thorough control of all the mechanics of reading and a fair power of good interpretation. From the earliest work, the aim should be toward fluent, natural expression. Too often reading is mere word calling or halting interpretation. Habits of easy natural expression and good use of the voice must be established from the first grade forward. In the very first blackboard reading, expression should be ready and natural.

The control of words, in form and sound, comes thru well-directed drills which cannot be neglected. This mechanical side of the work must be well planned and well done before fluency in reading can be gained. There should be definite periods apart from the reading lesson for word and phonic drills and for phrase recognition. To develop good readers, it must be kept in mind that control of the mechanics, accomplished thru drills, is foundational to fluency, while appreciation of the thought and feeling involved, gained thru discussion of the lesson, is foundational to good expression.

Much board reading, word drill, and phonic work, should precede by several weeks, at least, the use of the printed page in the first grade. Every opportunity should be taken to make all possible use of the blackboard for early interpretation of written work.

After pupils become familiar with the use of books, the reading study-period, during which the teacher works with her class, offers probably the best opportunity of the day for growth. It is at this time the pupils are helped to recognize and overcome the difficulties of the printed page, difficulties centering about pronunciation and meaning of words, and about interpretation of phrases and passages. To do her best work at this time, the teacher herself must have “a realizing sense” of the difficulties the lesson may present and by rightly directed questions she will bring the class to a recognition of their needs and arouse on their part such emotional and thought response as is necessary toward clear interpretation and natural expression. It is during this valuable study-period with the pupils that the most intensive work is done giving to them more and more
independence with the printed page by helping them to know how to interpret. Often, during this period, the pupils are asked to read a passage silently and to report the difficulties encountered. In the beginning of this work, a pupil may not always know a difficulty when he meets one but it is just at this point that the skillful teacher steps in and asks for particular readings and meanings in order to help the class recognize “the don’t know” line. At this time, situations are made clear, pictures may be introduced, dialog and dramatization may be used to good advantage. During this period, too, proper questioning will induce good expression and the use of the natural tones of the voice. Flexibility of voice can be developed and is a large factor in good reading. Good position of body and proper use of book are of material importance and must not be neglected.

In grades I and II, pupils are expected to own at least four of the readers listed. The others are kept in the class room as supplementary materials. In having a variety of good readers, children more readily become interpreters of the printed page. Not by reading the same books over to the point of wearisome repetition but thru using several readers intelligently do pupils learn to read well and grow in interpretative power.

In the First Grade, a “library” of picture books and very simple story books gives opportunity for early acquaintance with some of the privileges afforded thru libraries and the children are encouraged to use and enjoy these privileges. In all other class rooms, grade libraries offer excellent material for independent reading during seat work periods and for the more extensive reading which is definitely encouraged from Grade III forward. In the intermediate and upper grades oral report is made very occasionally on the reference readings assigned. Passages of interest found in the various readings are read to the class by individual members.

Each grade should encourage its own library collection. Tastes for reading are developed thru proper suggestion and guidance and thru having right materials at hand for pupils to use freely.

The following books have proven helpful on the subject of reading for the teachers’ use:

Reading and How To Teach It—Arnold.
The Voice and Spiritual Education—Corson.
Teaching the Language Arts—Hinsdale.
The Teaching of English—Carpenter, Baker and Scott.
The Teaching of English—Chubb.
The Essentials of Teaching Reading—Sherman and Reed.
Special Method in Primary Reading—McMurry.

Choices of texts are made from the following list:

**GRADE I**

<table>
<thead>
<tr>
<th>Text</th>
<th>Description</th>
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<tbody>
<tr>
<td>Outdoor Primer</td>
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<tr>
<td>Playmates' Primer</td>
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<td>Folk-Lore Primer</td>
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<td>Child Classics Primer</td>
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<td>Summer's Primer</td>
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<td>Holton Primer</td>
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<tr>
<td>Art-Literature Primer</td>
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<tr>
<td>Sunbonnet Babies</td>
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<tr>
<td>Folk-Lore Reader I</td>
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<td>Child Classics Reader I</td>
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<td>Summer's Reader I</td>
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<td>Art-Literature Reader I</td>
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<td>Graded Classics I</td>
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<tr>
<td>Progressive Road to Reading I</td>
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<tr>
<td>Carpenter-Baker Language Reader I</td>
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**GRADE II**

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<td>Carpenter-Baker Language Reader II</td>
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<td>Child Classics II</td>
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<td>Graded Classics II</td>
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<td>Art-Literature II</td>
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<tr>
<td>The Tree-Dwellers</td>
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<td>The Early Cave-Men</td>
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<td>Plant Life</td>
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<td>Eyes and No Eyes</td>
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<td>Sea-Side and Wayside I, II</td>
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**GRADE III**

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<td>Carpenter-Baker Language Reader III</td>
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<td>Art-Literature Reader III</td>
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<tr>
<td>Graded Classics III</td>
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<tr>
<td>Child Life III</td>
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<tr>
<td>Stepping Stones to Literature III</td>
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<tr>
<td>Eyes and No Eyes</td>
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<td>Sea-Side and Wayside I, II</td>
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**GRADE IV**

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<tr>
<td>Stepping Stones to Literature IV</td>
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<td>Heath's Reader IV</td>
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<td>Child Classics IV</td>
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<td>Pratt's History Stories</td>
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**GRADE V**

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<td>Graded Classics V</td>
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<tr>
<td>Heart of Oaks Reader V</td>
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<td>Art-Literature Reader IV</td>
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<td>Winslow's North America</td>
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<tr>
<td>Literature of the grade</td>
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<td>Assigned reference reading</td>
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**GRADE VI**

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<tbody>
<tr>
<td>Carpenter-Baker Language Reader V</td>
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<tr>
<td>Winslow's Europe</td>
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<tr>
<td>Carpenter's Europe</td>
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<tr>
<td>Travels Thru Europe</td>
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<tr>
<td>King Arthur Stories</td>
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<tr>
<td>Literature of the grade</td>
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<tr>
<td>Assigned reference readings</td>
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**GRADE VII AND VIII**

The literature of these grades furnishes the largest amount of reading material. In addition, current events and grade texts and references offer a more extensive field.

(20)
"The love of nature is a great gift and if it is frozen or crushed out the character can hardly fail to suffer from the loss."

In each grade there should be general recognition of the various phases of nature as they present themselves. Note should be taken of the recurrence of nature’s phenomena for they become more wonderful and more beautiful with each return and throughout school life there should develop deeper and stronger appreciations for all the nature world. The manner of re-handling topics above Grade II is determined by the other work of the grade that the class is prepared to do, and by the growing appreciations of the pupils. Over and above this work in general, each grade is responsible for emphasizing particular phases of work. 

"Turn the full deep current of life and out-of-door interest into the school activities." Pupils are encouraged to draw their own proper inferences from careful observations. Music, literature, art, and history are correlated throughout.

The arrangement by grades following the general studies is merely suggestive. When topics other than those mentioned present themselves as better substitutes, they may be used.

It is suggested that each grade have its particular tree and its particular bird for which special study is made.

**TREE LIST:**
Maple, oak, elm, linden, catalpa, apple, hemlock, horse-chestnut, spruce, sycamore, locust, sweet-gum.

**BIRD LIST:**
Blue-bird, song-sparrow, robin, meadow-lark, cardinal, thrush, flicker, wren, mocking-bird, red-headed woodpecker, oriole, cat-bird.

**GENERAL TOPICS**

1. Seasonal phenomena.

Fall—Autumn coloring; falling leaves; autumn flowers; weed studies; weather observations; general tree study; migration; hibernation; seed protection; seed dispersal; studies of nuts, fruits and grains.

Preparation for winter throughout the nature world.

Winter and Spring—Studies in characteristic detail.

2. Animal studies; bird studies; insect studies.

3. Soil studies; minerals.

(21)
4. Gardening; seed studies; grains.
5. Wild flowers; grasses; weeds.
6. Pond life.
7. Tree studies.
8. Life studies from seed to seed and from egg to egg.

Window boxes, aquaria, and terraria will encourage closer observation and will give opportunity for much observation under direction.

GRADE I
1. Arouse interest, observation, care, and love for all the nature world. See general topics.
2. Animals as pets emphasizing care.
3. Physiology:—care of hands, teeth, ears, nose.
4. Such topics as correlate with farm studies of the grade.

GRADE II
1. Seed protection; seed dispersal; seed planting.
2. Animal study from standpoint of use to man.
3. Water forms.
4. Weather records; directions.
5. Physiology:—care of eyes, hair, skin, clothing.
6. Work correlated with farm studies of the grade and with the study of the Tree-Dwellers.

GRADE III
1. Much Home Geography will be nature study pure and simple.
2. Weather records.
3. General bird study,—2 or 3 for intensive work.
4. General tree study,—2 or 3 for intensive work. Evergreens, a special study.
5. Wild flowers.
6. Physiology:—care of heart and lungs; circulation and respiration. The value of fresh air and exercise in giving clear complexions, bright eyes, etc.

GRADE IV
1. Facts in Physical Geography as developed in the study of heat belts and earth motions.
2. Weed studies.
3. Gardening.
4. Earth worms.
5. Pond life.
6. Mineral studies—a selected list.
7. Physiology:—digestion. The value of simple nourishing foods in building strong fine bodies.

GRADE V
1. Economic study of insects, birds, toads.
2. Gardening.
3. Soils; further mineral study suggested.
4. Tree study from the standpoint of beauty and association in literature and history.
5. Selected topics that relate to the geography of the grade.
GRADE VI

1. Economic study of trees.
2. Grain studies.
3. Selected nature topics that correlate with Virginia Geography and the History of the grade.
4. Physiology and Hygiene:—the nervous system. Stress is to be placed on habit formation, the subject to be presented largely thru the positive side.
   Text:—Ritchie's *Human Physiology, Part I.*

GRADE VII

1. Topics chosen from the course in Commercial Geography, having world significance.
2. Physiology:—emergencies; preventives.
   Text:—Ritchie's *Human Physiology.*

REFERENCES

3. Holtz's *Nature Study.*

These books give references for further particular studies.
CONSTRUCTIVE WORK

Much of the constructive work of the grades centers about the study of social activities of the past and present in the lower grades and about typical industrial studies in the upper grades. Thru such study and work appreciations for life and living develop and strong centers are furnished about which to teach language, reading, spelling, writing, and number.

Further centers for constructive work are found in school and home needs, in nature-study, in play, and in illustrative work for which geography, literature, and history furnish such rich fields.

Grades below the seventh should find their main problems in the manual arts in relation to the other studies and needs of the grades. When our school is fortunate enough to offer courses in Industrial Training as such, regular courses in cooking, sewing; and bench-work will be included in the work of the seventh and eighth grades.

Sand-table work should be encouraged throughout in connection with social and industrial studies, with geography, and with selected topics in history. This gives fine opportunity for the use of many materials in working out particular problems. Constructive work of this kind tends toward clearer interpretation,—clearer, finer expression, and incidentally develops skill in the use of materials. In grades below the seventh, the main purpose is not the finished product tho in the doing the child is constantly gaining larger and better and stronger standards of all that good workmanship involves. A more skillful use of materials and tools will naturally develop but the larger aim is to give a valuable means of expression over and above those provided for in other work. Every encouragement should be offered the child who makes an honest effort in this direction even tho his work be crude. Often in crude work, the gifted teacher finds much of true promise and leads the child onward to a consciousness of his power to do and to a fair mastery of a new means of expression. Every such means is an added power toward all-rounded seeing.

The following gives in barest outline the social and industrial studies that are taken up in the grades and about which constructive work may be attempted.
The child's own life in town and country. This becomes the basis of all further comparisons.

The life of other peoples in other times and other places. Beginning history and geography.

The Tree Dwellers and The Early Cave Men—primitive life of the past

Eskimos, Indians—primitive life of the present
Children of Other Lands—home activities of Holland, Japan, etc. other children

Robinson Crusoe—civilized man thrown into primitive conditions

Transportation this may be taken as a problem of the United States or the larger study suggested may be followed.
(a) first means of water, land, and air transportation
(b) present means of water, land, and air transportation
(c) transportation as characteristic of countries. This relates itself to the study of the World as a Whole taken in grade IV.

Typical Industries of the United States

Manufacturing—correlates with intensive study of United States geography in this grade

Mining

Lumbering—correlates with economic study of trees

Agriculture—correlates with commercial geography of the grade
The following gives by grades the constructive work that may be done. The resourceful teacher will find ways and means of gathering materials that will involve a minimum cost. One of the richest values in constructive work concerns itself with meeting resourcefully the problem of ways and means.

The great wealth of nature materials to be had for the gathering is perhaps one of the largest aids toward having, in point of material cost, an economical course in constructive work. Merchants are glad to contribute empty boxes ranging all the way from spool boxes to the larger dry-goods boxes. They are glad to give unused sample books of oil-cloths, of woven cloths of all kinds, of wall-papers. Empty spools work in splendidly in furniture making and in free-hand building. Carpenters are very willing to contribute from their waste heaps,—printers will do the same. Best of all, if the subject is presented rightly the children prove their own best sources of supply and contribute in quite original ways. The purchase of some materials may be necessary but a large expenditure will interfere with the best growth of both teacher and pupil.

Occasional exhibits of the work of the school will give to pupils and teachers and patrons alike a sense of accomplishment and encouragement toward further work. Pupils nor teachers nor patrons can readily appreciate all that is done in this direction until results are brought together. Such exhibits, too, unify the work within the school.

GRADE I

Furnishing the Play-House
designing wall-paper
hanging wall-paper
making looms
making floor coverings
designing and making window hangings
making furniture for
the bed-room
the children's room
the dining room
the kitchen

Sand-table representation of
stories
spring farm life

Illustrative work in
clay-modeling
free-hand cuttings
stick-laying

Free play with sand

(26)
Free building, as independent seat-work, with blocks, spools, splints, tooth-picks, etc.
Boxes and envelopes for class use
Booklets for
paper cuttings
word lists
leaf collections
magazine pictures
number work
Festival and holiday work appropriate for the grade

GRADE II

Sand-table representation of
fall farm life
Tree-Dwellers and Early Cave-Men
Clay modeling of
vegetables and fruits
domestic animals
stories
Illustrative work in
clay modeling
free hand cuttings
stick-laying
crayola
water-color
Booklets, envelopes, boxes, paint-cloths for class use
Kite-making
Designing booklet covers
Festival and holiday work appropriate for grade
Simple weather charts

GRADE III

Sand-table representation of
Eskimo and Indian Life
Life in Other Lands
Thanksgiving representation in various ways of the story of the Pilgrims
Home geography offers a fine center for constructive work. Plans and maps to scale of the school-room, building, town, and main county roads leading to and from Harrisonburg. Sand-table work for this and for representation of the land forms about us.

GRADE IV

Illustrative work in history and geography
Transportation studies
Problems furnished by the nature study of the grades

GRADE V

Illustrative work in history and geography
School and home needs
Nature-study needs
Map construction
A typical industry, mining or manufacturing, will furnish a center for good constructive work

GRADE VI

Relief map construction
Portfolios for class use

(27)
Illustrated booklets in history, literature, geography, nature-study
Needs developed in the dramatization of the hero tales of this year
Simple wood-work in problems that relate to school and home
needs. Last year the boys of this grade among other things
made the kindergarten play house. This year they made
their own sand-table.
Lumbering, the typical industry that relates itself to other work
in the grade, forms a good constructive center.

GRADES VII AND VIII

Problems that present themselves thru school and home needs
A more definite course to be encouraged.

SUGGESTIVE BOOKS

I. GENERAL READING:
1. The Place of Industries in Elementary Education—Dopp
2. School and Society—ch. II—Dewey
3. The Story of a Sand Pile—Hall
4. Standards in Education—ch. III—Chamberlain
5. Woman's Place in Primitive Culture—Mason
6. Industrial-Social Education—Baldwin
7. Elementary School Teacher
   Oct. 1906—Art as Related to Manual Training
   Jan. 1907—Industrial Education for City Children
   Feb. 1907—Industrial Education for the Country Child
   Mch. 1907—Manual Training in the Grades
8. Teachers College Record
   Sep. 1911—Industrial Education

II. PRIMITIVE LIFE:
   The Tree Dwellers—Dopp
   The Early Cave Men—Dopp
   The Later Cave Men—Dopp
   The Story of Ab—Waterloo
   Robinson Crusoe—McMurry edition
   Docos—Snedden
   Hiawatha—Holbrook
   Lolami—Bayliss

III. LIFE IN OTHER LANDS:
   Seven Little Sisters—Andrews
   Each and All—Andrews
   Around the World—Carroll
   Big and Little People of Many Lands—Shaw
   Little Folks of Many Lands—Chance
   Eskimo Stories—Smith
   Little People of the Snow—Mueller
   A Snow Baby—Peary
   Children of the Arctic—Peary
   Little People of Japan—Mueller

IV. SUGGESTIVE TEXTS ON CONSTRUCTIVE WORK IN THE GRADES:
   Talks on Drawing, Making, etc.—L. E. Colby
   Seat Work and Industrial Occupations—Gilman & Williams
   Hand Work—Jane Hoxie
   Construction Work—Virginia McGaw
DRAWING

In the primary grades, the drawing is illustrative of stories, industries, games, and nature. Folios or booklets may be made of each child’s work.

Thru careful selection of art studies, thru wise criticism and comparison of the children’s work, standards of the good in color, form, and subject matter should develop. This should lead into the more technical work in the upper grades. Attention to technical detail, however, in the grades, must not lead one to lose sight of the fundamental fact that drawing, or art in any of its forms, is primarily a means of expression.

In the upper grades there should be much original illustrative work of the booklets made in literature, history, and geography. To develop power thru this form of expression, pupils should be encouraged to do more than copy. Attempts should be made by pupils to draw things as they see them and a premium should be placed upon individual expression. Some mechanical drawing may be given in the seventh and eighth grades.

In connection with the art work, there should be in each grade particular picture studies with study of the artists whose works are taken. Literature, history, and nature-study of the grade may determine the choices.

Materials:
Crayons, water-colors, crayolas, brush and ink, pencil, unglazed papers, cardboards.

The following arrangement is by Miss Mattie Speck, Supervisor of Drawing in the Harrisonburg Public Schools.

Outline of Drawing Course

GRADE I

Pure Color—primary and secondary colors
Grasses, Sedges, etc.—main line of growth
Simple Landscape—two values
Action Drawing—animals and birds
Design—simple spotting
Spring Growths—sprouts, buds, blossoms

GRADE II

Standard Colors—primary and secondary with modifiers
Sprays with Seed Pods—teach branching
Trees—maple and Christmas evergreens
Object Drawing—toys and familiar objects
Design—borders and surfaces
Spring Blossoms—approximate coloring

GRADE III
Tints and Shades of Color—standards modified by light and dark
Sprays with Berries—in pencil or color
Trees—maple, poplar, fir
Landscapes—sunset, cloudy, fair, etc.
Design—book covers, etc.
Plant Life—familiar blossoms, etc.

GRADE IV
Hues of Color—standards modified by each other
Sprays with Fruit—teach proportion of parts
Trees—in pencil or paint; bare trees
Landscape—showing distance by values
Design—from flowers, seed pods, etc.
Pose Drawing—simple poses

GRADE V
Scale of Values—colors toned with black or white
Decorative Drawing—apple on spray, milkweed, etc.
Trees—especially the apple in full leaf and bare
Design—book covers, borders, etc; lettering
Pose and Still Life Drawing—in pencil and paint
Picture Composition—spring flowers, landscape

GRADE VI
Scales of Hue—colors toned with analogous colors
Autumn Fruits and Vegetables—decorative painting
Trees—from nature, in leaf and bare
Sketching—from good pictures and from nature
Design—book covers, lettering, rosettes
Pose and Still Life Drawing—paint

GRADE VII
Scales of Intensity—colors toned with their complements
Decorative Composition—landscapes
Studies of the Human Figure—pose drawings, etc.
Still Life—charcoal and paint
Design—motives from seed pods, balance, rhythm
Mechanical Drawing—lettering, boxes, etc.

GRADE VIII
Harmonies of Color—interrelation of hue; value and intensity
A Vine and its Fruit—accented outline. Pencil painting
Picture Composition—various studies
Design—mechanical drawing and decoration. Lettering
Pose and Still Life—decorative composition
Working Drawing—simple furniture

(30)
HISTORY

In the lower grades history introduces itself in the celebration of festivals, holidays, and birthdays; in the study of primitive peoples; in stories and biographies. Strong centers are made of peoples and heroes as types but no attention is paid to the chronological order of events. Each of the grades is responsible for the celebration of the festivals and holidays in ways suited to the classes. There may be a tendency to rehearse every year particular events in just about the same way and for that reason it is well to take into account the readiness of the class for particular work and particular interpretation.

It is suggested, for example, that for the Thanksgiving celebration, first grade children go no farther than to recognize their own particular reasons for Thanksgiving in the care that home and the nature-world give to them. Out of this recognition of their own care will grow a sympathy and motive for helping those less fortunate. In the second grade, the class may be told the stories connected with our first Thanksgiving.

In all history study the interdependence of peoples, the inter-relation of events, the relation of men and women to their times, are held uppermost. Pupils are encouraged to do much independent reference work, to argue questions from both sides, to draw conclusions as to the world helpfulness of the events that are discussed. History and geography are correlated whenever possible.

Stories from the following sources give to the pupils something of world history. Throughout the grades material is drawn from these sources.

- Bible stories
- Greek, Roman, and Norse Myths
- Legendary history
- Early Greek and Roman history
- Mediæval history
- English history

Beginning with grade IV, events of current interest are to be taken up according to the interests of the grade.

Pictures, excursions, museum collections, maps, constructive studies, dramatization, and selected references are necessary helps for the best handling of the subject.
GRADE III

1. World History
   Celebration of festivals, holidays, birthdays
   Hero types chosen from reading and literature
2. American History
   Columbus
   The Pilgrims
   Stories of Washington
3. Harrisonburg history related to home geography

GRADE IV

1. Exploration and discovery periods in America
2. Colonization period
3. Revolutionary period
4. World history that correlates with grade work
   Texts and references:
   Pratt's *America's Story for America's Children, Bks. IV, V*
   Gordy's *American Explorers*

GRADE V

1. Pioneer studies of the United States
2. Explorations and discoveries in South America
3. World history that correlates with grade work
   Texts and references:
   Chandler & Chitwood's *Makers of American History*
   Mace's *Primary History*
   McMurry's *Pioneers on Land and Sea*
   Gordy's *American Explorers*

GRADE VI

1. Studies in English history
2. Virginia history with emphasis on history of Rockingham county
   Texts and references:
   Magill's *Virginia History*
   *Makers of Virginia History*
   Library references in English history
   *American Indians*
   *Everyday Life in the Colonies*

GRADE VII

1. United States history. Outline and abstract work to parallel
   Texts and references:
   Lee's *United States History*
   Gordy's *United States History*
   Hodgdon's *First Course in American History, I, II*
   Barnes's *Short American History, Bks. I, II*

GRADE VIII

1. Civil Government. In connection with this is taken up *Community Hygiene*
2. Current events
3. Debates and discussions as well as papers on selected topics of civic interest
   Texts:
   McBain's *Civil Government*
   Gulick's *Town and City*
In grades I and II there is no differentiation of subject-matter as geography but geographical facts and factors are constantly presenting themselves and pupils are gaining a fund of such knowledge thru weather observations, excursions, industrial and social studies.

A good equipment of globes, maps, picture collections, reference books, stereoscopic views, sand tables, museum collections of minerals, raw materials, and manufactured products, is altogether essential in making the study of geography the vital course it should be. Pupils should be encouraged to contribute outside matter and outside materials and to work intelligently with references. Excursions should be counted a valuable factor in geography study.

Every teacher in the school should have ready access to the Chicago Geography Course of Study. It is extremely helpful in its wide suggestiveness of topics, materials, and references, and is even more valuable for this than for its splendidly graded outlines. Teachers will do well to own copies. Send also for full set of classified catalogs from Keystone View Co., Meadville, Pa.

Schoolroom References:

Carpenter's Geographical Readers
Stoddard's Lectures
Dodge's Geographies
Frye's Geographies
Tarr and McMurry's Geographies
Brigham's Geographic Influences
Parker's How to Study Geography
Chamberlain's How We Are Clothed
Chamberlain's How We Are Fed
Winslow's Geographical Readers
Redway's Commercial Geography
Herbertson's Man and His Work

(Some of the references on Life in Other Lands are given under the work in Construction.)

GRADE III

1. Home Geography
   (a) Weather records
   (b) Industrial life of Harrisonburg and county
      (trips and excursions)
   (c) Plans of school, block, town, and county roads
      Directions; distances. Plans to scale. Simple map drawing
(d) Our relation to a few selected centers thru food, clothing, and conditions of daily life
(e) Hills, valleys, soils, water

2. Child Life in Other Lands
   Much supplementary reading
   This work becomes the starting point for the globe study of

3. The World as a Whole
   (a) Globe study largely, summarizing and organizing facts
       gathered previously
   (b) Land and water forms
   (c) Names of hemispheres, continents, oceans; position of
       each on the globe and relative position to each other
   (d) Free-hand placing of continents, oceans, and seas on
       blackboard globe

Reference books suitable to the grade to be much in evidence. A
simple book on *Home Geography* or on *Life in Other Lands*
may be introduced as supplementary reading. No regular
grade text.

**GRADE IV**

1. The World as a Whole
   (a) Review work of previous grade
   (b) Globe and map studies
   (c) Zones of plant and animal life
   (d) Earth motions
   (e) Heat belts

2. Eastern and Western Hemispheres
   The larger physical features and political divisions of each
   continent. Stress sand-table work in the study of the larger
   physical features to develop a free-hand readiness in model-
   ling highlands, plains, valleys, and slopes of any of the more
   important countries. This, in addition to the use of good
   pictures, will do much toward helping pupils to visualize land
   areas and will be a means of making geography something
   more than a study of text and wall-maps.

3. Correlation of geography of the Western Hemisphere with the
   periods of exploration covered in history. This will give a
   more detailed study of North and South America than is
   necessary for the Eastern Hemisphere during this year.
   Since South America, in the geography course, will not be
   stressed particularly after this year, some special attention
   may be given to it at this time.

Text: A choice from the list given.

**GRADE V**

1. Countries of North America
2. Intensive study of the United States and the United States' possessions
3. Latitude and longitude
4. Geography that correlates with grade history
   This offers the opportunity for studies on South America
   that have not been covered previously
5. Map-reading
   Map-construction
   Sand-table construction

Text: A choice from the list given
GRADE VI
1. Countries of the Eastern Hemisphere
2. Intensive study of Europe
3. Virginia geography as it correlates with the history of the grade
4. Map-reading
   Map-construction
   Sand-table construction
Text: A choice from the list given

GRADE VII
1. Commercial and Industrial Geography
2. Relation of the United States to the world at large. This gives the final review of geography in the grades
Text: Redway's Commercial Geography
ARITHMETIC

Much of the number work of the primary grades centers about the activities of school and home life. Games and plays, constructive work in all forms, occupations, nature-study, and school management offer the largest opportunity for the concrete number work of these years. The pupils work with number in doing things in order to develop a more practical number sense. Simple estimates and tests are made throughout the grades based on the work for which the class is ready. Drills follow number relations and number facts after these have been established and understood. Problems involve small numbers only until the process and thought are firmly fixed. All this implies oral work and much of it. No texts are used before Grade III.

By the time pupils finish third grade work they should have mastered the number facts in addition, subtraction, multiplication, division; the four fundamental processes not including long division; they should have gained a fair, accurate rapidity in solving the practical problems that present themselves; process work should have become largely mechanical. Judgments should have grown clearer and truer thru much practice in testing approximations made in all denominate number work. The aim throughout in arithmetic is the control of an accurate means of investigation and comparison. Insistence must be made upon well-arranged written number work. Both board work and paper work should be carefully and neatly done at all times.

GRADE I

1. Practical work in distribution of materials, in games, in occupations, in construction to develop number relations and a more practical number sense.
2. Use of terms,—more, much, less, little, many, few, tall, short, wide, narrow, large, small, etc.
3. Counting by 1's, 2's, 5's, 10's.
4. Form study,—square, circle, triangle, oblong, cube, sphere, cylinder.
5. Combinations of numbers thru 12.
6. Reading and writing numbers thru 100.
7. Simple addition and subtraction as developed in score-keeping, store-keeping, and the practical work of the grade.
9. Roman numerals thru XII. Connect with clock.
10. Fractional work:—as it relates itself to the work of the grade. Halves, fourths, thirds.

The above involves the working with materials and oral solutions. Gradually board work may be introduced.
GRADE II

1. Practical work in games and occupations.
2. Review previous work.
3. All combinations below 20.
4. Counting by 4's; 3's; 6's.
5. Place value. Reading and writing numbers to 1,000.
6. Rapid addition single columns; carrying; addition by place value.
7. Subtraction.
8. Multiplication tables:—5's; 10's; 2's; 4's; 3's; 6's.
9. Multiplication by one-order numbers; simple short division.
10. Denominate numbers:—gal.; quarter, dollar; clock divisions.
11. Roman numerals thru 50.
12. Fractions:—halves; fourths; thirds, sixths; fifths, tenths.

No text. Much oral work with small numbers. Written work with small numbers. Work for which Grade II is responsible:—accuracy and rapidity with the addition and subtraction processes in all details.

GRADE III

1. Review all previous work.
2. Drills and reviews in the four fundamental processes not including long division.
3. Multiplication tables:—7's; 8's; 9's; 11's; 12's.
4. Multiplication by two and three-order numbers.
5. Denominate numbers:—gill; dry measure; simple surface measure.

Class to organize own denominate number tables.
6. Proofs. It is important to teach pupils to know when they are correct. With desire for accuracy, comes necessity for proof.
7. Roman numerals to 1,000.
8. Fractions;—comparisons; addition; subtraction; simple multiplication.

Text-book: Atwood's Arithmetics—Books II, III.

Work for which Grade III is responsible:—
(a) accuracy and rapidity with multiplication and division processes;
(b) with simple fractions in

\[
\begin{align*}
\text{changing to smaller-sized equivalents, } & \frac{1}{4} = \frac{12}{15} \\
\text{changing to larger-sized equivalents, } & \frac{15}{20} = \frac{4}{4} \\
\text{changing ones to parts, } & \frac{5\frac{2}{3}}{3} \\
\text{changing parts to equivalent ones, } & \frac{17}{2} \\
\text{finding parts of ones, } & \frac{4}{5} \text{ of } 10
\end{align*}
\]

Much oral work throughout,—the time element to enter in the process and a premium to be placed on rapid and correct thinking.

GRADE IV

1. Review all previous work.
2. Multiplication by 3-order or larger numbers.
3. Long division.

(37)
4. Denominate numbers:—surface measure; area and perimeter; simple cubic measure; the four processes; reductions higher and lower.
5. Notation:—reading and writing numbers thru billions.
6. Proofs.
7. Fractions:—much oral work with simple fractions.
8. Decimal notation as developed thru study of U. S. money.

Text: Atwood's *Arithmetic—Book IV.*

Work for which Grade IV is responsible: accuracy and rapidity with denominate numbers; with common fractions; drills in notation; quick oral drills.

GRADE V

1. Review of fundamental principles and processes.
2. Factoring by inspection.
3. Lowest common multiple.
5. Decimal fractions.
6. Simple interest and commercial discount.
7. Much abstract oral review to encourage an accurate rapidity in getting results.

Text: Atwood's *Arithmetic—Book V.*

GRADE VI

1. Advanced work in common and decimal fractions.
2. Percentage; discount and interest.
3. Carpeting; papering; plastering. Occasionally practical estimates before solution of problems.
4. Board measure; simple volume measure.
5. Surface measures:—triangles, circles, cylinders. Oral analysis of problems to develop clear and accurate expression.

Text: Atwood's *Arithmetic—Book VI.*

GRADE VII

1. Full study of percentage:—commission, insurance, profit and loss, duties, etc.
2. Full review of denominate numbers in the various applications.
3. Full study of interest:—simple and compound.
4. Full study of discount:—commercial and bank.

Oral analysis.

Text: Atwood's *Arithmetics—Books VII and VIII.*

GRADE VIII

1. Commercial arithmetic.
2. Algebra thru factoring.

Texts: Colaw & Ellwood's *Advanced Arithmetic.* Wells' *First Course in Algebra.*
MUSIC

There should be much rote singing in the primary grades. Aim to develop a love for and a real joy in singing. Watch for clear, soft tones and keep the songs within the range of children's voices. Too often class-room singing is heavy in quality and dragging in time because of the disregard of the natural light quality of children's voices. Develop appreciation for voice quality, for shading, for expression, rather than for singing that is only loud and nothing more. Music, as one of the arts, expresses and arouses feeling and in doing so becomes one of the finest and highest of all our means of expression.

Teachers should at all times use pitch-pipes rather than depend on their own sense of pitch for the children.

Choices are to be made from the many beautiful nature songs, holiday, game, and occupation songs that are now close at hand. Song programs should be arranged occasionally to strengthen music appreciation. National songs of different countries are to be learned in connection with geography and history.

The following course has been arranged by Miss Julia Starr Preston, Supervisor of Music for the Harrisonburg Public Schools:

GRADE I

Many rote songs. Some written dictation on the part of the teacher. Last part of the year scale is taught and Chart A is introduced.

GRADE II

Review of first year work. Second rhythm form taught by sight. Written dictation using flats and sharps freely. Chart B. Interval work and scale drill. Rote songs throughout the year.

GRADE III


GRADE IV

Development of the dotted quarter. Two-part work from chart. First three rhythm forms by sight.

GRADE V

First four rhythm forms by sight. Chromatic scale. Three-part singing. Review dynamics.
GRADE VI

Sixth rhythm form by rote and sight. Three-part singing. Master the chromatics. The minor scale.

GRADE VII


GRADE VIII

Musical biographies. Further classification of voices. Some four-part singing. Three-part singing. Review of all previous work.

SPELLING

Throughout the grades stress is to be placed on the written form since it is in this way we use spelling in practical life. The careful teacher will use all the means at her command to strengthen the habit for quick, intensive recognition of correct form. She will recognize the need of good preparatory work with her classes in order to establish on their part close association of form, pronunciation, and meaning.

Heretofore, the spelling lesson in preparation has concerned itself with the assignment of a particular number of words to be learned followed by the "spelling" of those words during a later spelling period. Recognition, fortunately, is being given more and more to the fact that a teacher's best work, in this or any other subject, concerns itself in helping pupils to recognize, during their preparatory work at school, the difficulties of the subject and in so doing to lead them to become self-helpful in mastering those difficulties.

In the lower grades there should be daily work in phonics for better enunciation, better pronunciation, and a larger independence with words generally. There is very little need for diacritical markings in the lower grades and they should be taken very little account of during the early years. Spelling periods should be short and spirited. Much care for form, enunciation, pronunciation, and meaning should develop good spellers. Plan frequent reviews
of those words commonly misspelled, mispronounced, and misunderstood.

In the lower grades spelling should not stand in the way of written composition. The correct form should be given when needed. In the upper grades, pupils are encouraged to use the dictionary as a means of independent help. Spelling lists should grow out of the class work and a record kept. In all work of the grades, spelling is to be emphasized and not alone during spelling periods. Pupils should grow in self-criticism and class criticism.

GRADE I

From the very earliest work, the closest association should be made between the carefully written form of a word and its correct pronunciation. Eye-training and ear-training should strengthen each other.

1. Perception card lists of reading and spelling vocabularies. These lists are to be added to constantly and are to be reviewed very frequently. Pupils are responsible for a large reading list,—from these words selected lists are to be made for drill work in the “spelling” list.

2. Sight spelling from the beginning in written work. Copying words should give place to “seeing” words as wholes. It is mentally crippling to copy letter by letter or word by word.

3. Oral spelling thru the phonic elements of the word only. No oral spelling by letter names in this grade.

4. Phonics.
   The short and long vowel sounds, all simple consonant sounds, simple phonograms taken from familiar words. Much blend work. Daily drill in phonics. With the exception of an occasional use of the short and long vowel sounds, the hard c and g sounds and possibly three or four others, no diacritical markings need be used. The marking of silent letters is altogether discouraged.

By the end of this year, each pupil should know (1) the simple sound names and (2) the letter names of the entire alphabet.

5. “Spelling books” made containing lists of words based on phonic groups.

GRADE II

1. Much blackboard work in preference to much paper work. Stress association between form and correct pronunciation.

2. Frequent reviews of words for which children are responsible. A record of these to be kept by the grade teacher.

3. “Spelling books” made based on grouping of words alphabetically. Lists gathered from words in daily use, and from the content studies of the grade. The order of the alphabet must become mechanical.

4. Much sight spelling throughout the year. Written spelling to have precedence over oral spelling.

5. Phonics.
   Review all previous work. Add all important phonograms; short and long vowel sounds; the simpler of the diacritical marks. Much blend work. Daily drill in phonics. Insistence on clear enunciation. Practice in independent recognition of difficult words.

No text book in this grade. The grade teacher should keep a record of her lists in spelling. This will be an aid toward a school spelling list later.
GRADE III
1. Sight spelling,—oral and written form.
2. Syllabication.
3. Lists of words from other studies not included in the text of the grade.
4. Phonics.
   All previous work to have careful review. Drill in new blends.
   Careful enunciation and pronunciation thru the help of phonics and syllabication.
   Occasional use of the dictionary.
Text—See suggestive texts below.

GRADE IV
1. Further work in syllabication.
2. Spelling lists from geography, history, nature-study, and reading in addition to the text.
3. Practical use of the dictionary. Avoid mere copying of definitions but develop independence on part of the class to use the dictionary as a real help for (1) correct form and (2) good definition.
   Text—See suggestive texts.

GRADE V
1. Diacritical markings. Accent.
2. Individual dictionaries. The dictionary in this grade becomes an independent aid toward correct pronunciation in addition to correct form and good definition.
3. Lists from other studies to supplement text.
Text—See suggestive texts.

GRADE VI and above
1. Practical work in all the preceding and advance along the lines already laid down.
2. Practice in class correction and class criticism.
3. Intensive work with word meanings and derivations.
4. A few helpful rules formulated based on the pupil's experiences with facts.
5. Work suggested in texts that has not been outlined, as: homonyms, synonyms, prefixes, suffixes.

SUGGESTIVE TEXTS

The work of a grade is not confined to any particular text. Many helpful suggestions are gained thru the use of several. Teachers should own the Teachers College Record of Nov. 1911 on Spelling by Dr. Suzallo.
Alexander—A Spelling Book.
Chancellor—Graded City Spellers.
PENMANSHIP

Care on the teacher's part for good penmanship and orderly arrangement of all her own work will do much to establish good work in penmanship on the part of the pupils.

The aim throughout the grades is clear, legible, neat writing, done with ease and a fair rapidity. Much blackboard work is a great aid toward this. The habit of a good writing position and a good characteristic hand is to be strengthened as the pupil goes forward through the grades.

In the early grades much blackboard work is given to develop freedom of arm movement and legibility in writing. Unruled paper is used in grades I and II. Pen and ink may be introduced in grade III. Blackboard spelling lessons and other blackboard work offer excellent opportunities for class criticism and application of good written form, good spacing, and well-arranged work. Care must be given to these mechanical features and stronger insistence upon them must be made as the pupils go forward. Exercises of various kinds are introduced as writing exercises in all the grades; and from time to time regular penmanship periods are planned under the direction of the instructor of Commercial Branches in the High School.

Copy-books have been discarded. Throughout, writing is considered a means of expression, not an end in itself, and much valuable time is saved for other work in not using time for the slow laborious movement that copy-books usually represent.

Habit must be established to make the first effort the best effort as much valuable time and energy are actually wasted in overmuch "copying" of what should have been well-done in the beginning.

GRADE I

1. All early written work on blackboard.
2. First paper work on large, unglazed, unruled sheets with large crayola or soft crayon.
3. Exercises involving large simple arm movements.
4. Visualizing and writing simple words.
5. Visualizing and writing simple sentences.
6. Independent writing of selected spelling lists.
7. Simple sentence work independently written.
GRADE II and above

1. Watch carefully the lighting of room and writing positions of children till good habits are firmly established.

2. As need arises, careful attention given to spacing, form and size of letters, and alignment. Class criticism of board work and paper work develops standards of good writing and good arrangement. Preference is given to the natural slant in penmanship.

3. Insistence on written work that is neatly done and legible in character. Guard against slovenliness and dawdling.
   It should be remembered that good or bad penmanship is largely a matter of imitation and habit.