

*The*  
***Elementary***  
***Curriculum***



1920

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# Elementary Curriculum

## for Seventh-Day Adventist Schools

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*Based on the recommendations adopted by the General Conference Department of Education at the Educational Council held in Washington, D. C., April 16-22, 1919.*

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PUBLISHED FOR THE DEPARTMENT OF  
EDUCATION OF THE GENERAL CONFERENCE  
OF SEVENTH-DAY ADVENTISTS

SARAH E. PECK

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True education “provides more than mental discipline; it provides more than physical training. It strengthens the character, so that truth and uprightness are not sacrificed to selfish desire or worldly ambition. . . .

“In the highest sense, the work of education and the work of redemption are one.

“To aid the student in comprehending these principles, and in entering into that relation with Christ which will make them a controlling power in the life, should be the teacher’s first effort and his constant aim. The teacher who accepts this aim is in truth a coworker with Christ, a laborer together with God.”—*Mrs. E. G. White, in “Education.”*



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“To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized,—this was to be the work of redemption. This is the object of education, the great object of life.”—*Mrs. E. G. White, in “Education.”*

# Introductory

## Educational Recommendations

This manual is issued in response to the following recommendations passed at the educational council, Washington, D. C., April, 1919:

### Curriculum Manual

1. "That a manual on the curriculum be prepared, including a digest of the present material contained in the teachers' manuals and educational bulletins.

[The present edition is only a partial carrying out of this recommendation; a further development of this manual will be issued one year later, and two years from date the complete manual will be issued. The alternating subjects for the school year 1919 to 1920 are given in the present edition.]

### The Elementary Curriculum

2. "That the curriculum for the elementary grades be adopted, as follows, beginning September, 1919, and being fully effective two years from that date:

#### Grades 1 and 2

1. Oral Bible (3 or 4 times a week)  
Nature with Home Geography (Once or twice a week)
2. Reading 1, with blackboard or primer work
3. Reading 2
4. Language, correlate with Reading
5. Spelling and Phonics
6. Constructive Numbers; Gardening

#### Grades 3 and 4

1. Bible 3 — Creation to Sinai  
Bible 4 — Sinai to Solomon  
(Alternate by years)
2. Nature 3 and 4 (Alternate by years)
3. Reading 3
4. Reading 4
5. Language 3
6. Language 4
7. Spelling and Phonics
8. Manual Arts — Sewing, Cardboard, Gardening
9. Numbers

**Grades 5 and 6**

1. Bible 5 — Old Testament completed  
Bible 6 — Life of Christ  
(Alternate by years)
2. Nature 5 and Geography ( $\frac{1}{2}$  year each)  
Nature 6 and Geography ( $\frac{1}{2}$  year each)  
(Alternate by years)
3. Reading 5 and 6 (Alternate by years)
4. Language 5 and 6 (Alternate by years)
5. Arithmetic 5 and 6
6. Spelling
7. Manual Arts — Sewing, Cooking, Woodwork, Gardening

**Grades 7 and 8**

1. Bible 7 — Acts and Denominational History  
Bible 8 — Plan of Salvation (including lessons in Daniel and Rev.)  
(Alternate by years)
2. History 8  
Geography 7  
(Alternate by years)
3. English 7 and 8, to include Reading, Composition (oral and written),  
and elements of Grammar
4. Arithmetic 7 and 8
5. Physiology 7, one year  
Civics  $\frac{1}{2}$  year; Agriculture  $\frac{1}{2}$  year  
(Alternate by years)
6. Spelling
7. Manual Arts — Sewing, Cooking, Woodwork, Gardening

**General for Grades 1 to 8**

- Music and Drawing (Alternate)  
(One period four times a week, 25 to 30 minutes)
- Calisthenics — Manual  
General Exercises  
(One 30-minute period daily, with Opening Exercises and Penmanship)
- M. Habits of Christian Courtesy and Practical Hygiene  
T. Oral Language  
W. Junior Work  
Th. Pronunciation Drills  
F. History and Current Events

**System of Alternations**

3. "That we adopt the accompanying alternations, beginning September, 1919, and making them fully effective two years from that date. (Figures refer to grades.)"

Subjects for 1921-22, and future years beginning with odd number	Subjects for 1922-23, and future years beginning with even number	Grades uniting
Bible 2	Bible 1	1, 2
Bible 3	Bible 4	3, 4
Bible 6	Bible 5	5, 6
Bible 7	Bible 8	7, 8
Nature 3	Nature 4	3, 4
Nature 6 ( $\frac{1}{2}$ year)	Nature 5 ( $\frac{1}{2}$ year)	5, 6
Geography 6 ( $\frac{1}{2}$ year)	Geography 5 ( $\frac{1}{2}$ year)	5, 6
Reading 5	Reading 6	5, 6
Reading 8	Reading 7	7, 8
Language 5	Language 6	5, 6
English 8	English 7	7, 8
Spelling 5	Spelling 6	5, 6
Spelling 8	Spelling 7	7, 8
History 8	Geography 7	7, 8
Physiology 7	Civics 8 and Agriculture 8	7, 8

### Relief in the Elementary Curriculum

The purpose of this system of alternations is to enable the small school in which a large part of the elementary work must be carried by one teacher, to do the required work well, and within the daily time limit of a six-hour session.

The curriculum as adopted, accomplishes the following by way of efficiency and relief from congestion:

1. By grouping grades by twos, and combining certain classes, and alternating by years the work in these classes, it reduces by fourteen the number of major classes to be taught daily.

2. It relieves the pressure in grades 4 and 5, and builds up the weakness in grade 3, by distributing the Bible now given in grades 4 and 5 in grades 3, 4, and 5.

3. It relieves the work in nature by removing from nature study the sections on physiology and geography. It provides for physiology by giving an oral exercise on practical hygiene once a week (30 lessons each year) in all grades from 1 to 8, and by giving one year instead of one semester to physiology for seventh grade. It provides for geography by giving to this subject two full years instead of one, in addition to home geography given in grades 1 to 4.

4. In grades 1 and 2, the work in nature and home geography takes the place of Bible, once or twice a week.

5. In grades 3 and 4, nature alternates by years. The half-year work in grades 5 and 6 alternates by years.

6. In grades 5 and 6, a half year's work will be given to geography. This half year's work alternates by years. Second-year geography is completed in grade 7.

7. It provides for a natural and elementary presentation of Bible in grades 7 and 8.

Grade 7 will begin as now with "The Acts," but instead of leaving the study of the disciples in the first century, it will continue down through the ages until the present, including the rise and progress of our denomination, thus completing the story of the fulfillment of the command, "Go ye into all the world, and preach the gospel to every creature." This will enable the pupil to pass the Junior Standard of Attainment examination in denominational history.

Grade 8 will be the story of the plan of salvation in three parts. Part One will explain its origin and purpose, and review its working out in the lives of the great men of the Old and New Testaments. This will cover about one month's work. Parts Two and Three continue the story, the prophecies of Daniel forming the basis for Part Two, and the prophecies of Revelation for Part Three. Bible doctrine will be given in its natural setting in denominational history in grade 7 and throughout grade 8. The pupil will thus be prepared to pass the Junior Standard of Attainment examination in Bible doctrine.

8. It shapes the English after the most approved and advanced thought along this important line, adapting it more nearly to the needs of elementary pupils. Reading for these grades is included in the English, and special attention is given to composition, oral and written, in preference to a complete survey of technical grammar.

9. It arranges the work in sewing, cooking, woodwork, and gardening for grades 5 to 8 so that all pupils in these grades may work together, thus greatly reducing confusion for the teacher and increasing efficiency for the pupils. This arrangement enables every teacher to have a daily period for manual arts.

10. It provides a regular time not only for manual arts, but for penmanship, music, calisthenics, and drawing — subjects heretofore greatly neglected.

11. It provides a general exercise period every day for a series of oral lessons in subjects in which every child should be instructed,—namely, oral composition and oral language, pronunciation drills, practical hygiene and Christian courtesy, history and current events,—giving to each subject 30 lessons each year of the course.

This period gives the junior work a definite place in the weekly program without the necessity of omitting one lesson a week from some other subject in order to provide a place for it.

### Number and Length of Recitation Periods

This arrangement of the elementary curriculum enables the teacher to meet our adopted standards. It works out in daily program as follows, including general exercises, opening exercises, and recreation periods:

Subjects	Gr. 1-6		Gr. 3-8		Gr. 1-4		Gr. 5-8	
	No. Per.	No. Min.	No. Per.	No. Min.	No. Per.	No. Min.	No. Per.	No. Min.
Bible	3	50	3	45	2	35	2	40
Read. and Lang.	11	120	7	100	9	120	3	60
Spelling	1	10	1	10	1	10	1	10
Manual Arts	2	40	1	30	2	40	1	45
Music, M., W.	1	25	1	25	1	25	1	30
Drawing, T., Th.								
Consecration Meeting F.	2	25	2	25	2	25	2	25
Calisthenics } Recreation }								
Opening Exer.	1	30	1	30	1	30	1	30
General Exer.								
Penmanship	3	30	3	35	1	20	2	50
Num. and Arith.								
Nature and Geog.	2	30	2	30	1	25	1	25
Geog. or Hist.			1	15			1	25
Civ. and Agri. or Physiology			1	15			1	20
Totals	26	6:00	23	6:00	20	5:30	16	6:00





# Part I. Grades One to Four

## OUTLINES BY PERIODS

### First Period

#### BIBLE — GRADES ONE AND TWO

The work in these grades consists of a series of about ninety Bible stories each year, covering the time from the creation of the world to its re-creation. In these stories, Jesus the Creator and Redeemer is the great central theme. Three advance lessons, with an average of two Bible memory verses, are planned for each week excepting two weeks at the close of period three, one week at the close of period five, and two weeks at the close of period six. These are reserved for reviews. The remaining two days each week are given to reviewing the Bible stories, to drill on memory verses, or to studies in nature and home geography.

The stories for the first semester are drawn from the Old Testament, the theme for the first period being "The Story of Creation," that for the second period, "Bible Heroes of the Old Testament," and for the third period, "In the Land of Promise." The stories for the second semester are from the New Testament, followed by the story of God's work in the earth to the end of time. The fourth period is "The Story of Jesus"; the fifth period, "The Gospel to All the World"; the sixth period, "The Coming of the Saviour."

The great aim of the teacher in this work should be to lift up Jesus, so that all the children may be drawn to love Him, and desire above everything else to obey and serve Him, and be ready to meet Him when He comes.

#### Source Books for Teacher's Use

First and last and best — God's Book, the Bible.

Educational bulletin No. 12, pages 9 to 41, fully outlines many of these stories.

Educational bulletin No. 2 gives a number of blackboard suggestions for illustrating the Bible stories.

For period one — Story of Creation — "Patriarchs and Prophets."

For period two — Bible Heroes of the Old Testament — “Patriarchs and Prophets.”

For period three — In the Land of Promise — “Prophets and Kings.”

For period four — The Story of Jesus — “Desire of Ages;” “Christ’s Object Lessons.”

For period five — The Gospel to All the World — “The Acts of the Apostles;” “Rise and Progress of Seventh-Day Adventists;” “Advance Guard of Missions.”

For period six — The Coming of the Saviour — “Great Controversy” (last part).

### Daily Lesson Topics

**Subject:** The Story of Creation.

**First Week.** Text: Gen. 1: 1-8.

1. The Creator — Jesus a student of the works and Word of God. Memory verse, grade one: Gen. 1:1; grade two: Gen. 1:1, 2. .

2. The beautiful light — How colors are made; the prism. Memory verse, grade one: Gen. 1:3; grade two: Gen. 1:3-5.

3. The wonderful air — Creation and uses of air. Memory verse, grade one: Gen. 1:8; grade two: Gen. 1:6-8.

4 and 5. Review; or nature and home geography.

**Second Week.** Text: Gen. 1:9-13.

1. The land and water divided. Memory verse, grade one: Gen. 1:10; grade two: Gen. 1:9, 10.

2. Uses and blessings of land and water. Memory verse, grade one: Gen. 1:11, first part; grade two: entire verse.

3. Curious and wonderful plants and trees. Memory verse, grade one: complete verse 11; grade two: verses 12, 13.

4 and 5. Review; or nature and home geography.

**Third Week.** Text: Gen. 1:14-19.

1. God’s great lanterns. The difference between God’s lights and artificial lights. Memory verse, grade one: verse 16; grade two: verses 16, 17.

2. God’s lanterns for signs. Memory verse, grade one: verse 14, first part; grade two: verse 14 complete.

3. Our solar system.

4 and 5. Review; or nature and home geography.

**Fourth Week.** Text: Gen. 1: 20-23.

1. Creation of fishes. Memory verse, grade one: verse 20, first part; grade two: verse 20, complete.

2. Creation of birds; what birds have done.

3. Talking and singing birds.

4 and 5. Review; or nature and home geography.

**Fifth Week.** Text: Gen. 1: 24-31.

1. Difference between animals at creation and now. Memory verse: Gen. 1: 24.

2. Man's original position. Memory verse, grade one: verse 26, first part; grade two: verse complete.

3. Adam's food and clothing.

4 and 5. Review; or nature and home geography.

**Sixth Week.** Text: Gen. 2: 1, 2; 20: 8-11; Isa. 66: 22, 23.

1. The first Sabbath. Memory verse: Gen. 2: 2.

2. The Sabbath commandment. Memory verse, grade one: Ex. 20: 8; grade two: Ex. 20: 8-11.

3. The Sabbath as an eternal institution.

4 and 5. Review; or nature and home geography.

In all the review Bible lessons, encourage the child to reproduce the stories orally in the class, observing logical development, good English, etc. Give attention also to memory verse drill. Develop notebooks of illustrated memory verses for seat work.

#### **BIBLE — GRADES THREE AND FOUR**

**Textbook:** McKibbin's "Bible Lessons," Book One, for fourth grade only; the Bible for both grades. Notebook and outline maps for grade four only.

**Assignment:** Chapters 1 to 3, pages 17 to 68: Creation, Adam, Noah.

Omit the computations of chronology found in lesson 13, pages 46 and 47. Omit also pages 61 to 65.

**Notebook Work:** Diagram of creation week, the Flood, the ark, the oral channel of the early history of the world from creation to Abraham. Fill in the outline map, showing the earth as divided among the sons of Noah. Begin a chapter outline of Genesis. Illustrated memory verses. One written Bible story on each chapter, showing careful language work.

**Drills:** Begin to learn the names of the books of the Bible in order, and to learn to find given texts. Study the memory verses from the Bible.

**Readings for Grade Three:** Third grade pupils attend the class with the fourth grade, hear the stories, and take part in the oral reviews. *After* the class recitation, for the following day's review, assign the reading from the Bible of the lesson text found just preceding each set of questions in the fourth grade textbook. Thus, lesson one, Gen. 1:1-5; lesson two, Gen. 1:6-8; etc. This Bible reading should not be neglected.

**For the Teacher:** Read the preface and "Suggestions to Teachers" in the pupils' textbook, pages 7 to 9. Study carefully and frequently "Bible Lesson Manual," pages 3 to 21; for help on each lesson, pages 28 to 38. "Patriarchs and Prophets," chapters 1 to 10.

#### NATURE — GRADES ONE TO FOUR

(Including home geography and school gardening. Recitation once or twice a week, following Bible, grades one and two.)

Instead of nature in the primary grades being confined to the first part of the school year, in the story of creation week as given in the Bible class, the present plan arranges that it be given once or twice a week throughout the school year, a total of forty or fifty lessons a year. While this does not diminish the attention previously given either to Bible or to nature, it distributes the nature study in such a way as to enable the pupil to observe nature itself at the various seasons of the year. The spiritual element should still be kept the molding influence of these lessons, and with the additional opportunity for wider observation, they should be more effective. Nature is the other book of God — His great book of creation; and through it are revealed His tender love, His great wisdom, and His mighty power.

Many parts of home geography and school gardening are so closely related to nature — in fact, they are a part of nature — that they may profitably be included in this subject for grades one to four. The work in Bible for grades one and two, and in nature for grades one to four, are therefore arranged thus:

Bible, grades one and two, three or four times a week.

Nature, grades three and four, three or four times a week (same days as Bible 1 and 2).

Nature, school gardening, and home geography, grades one to four, the remaining once or twice a week.

In this last division, nature will predominate in the first two periods, home geography in the next three periods, school gardening in the sixth period.

For the first period, select eight or ten lessons from the following outline:

**Leaves and Trees:** Collect and mount autumn leaves. Learn the names of trees growing in the vicinity of the school. Why the leaves color and fall. When the leaves first fell.

Poem: "The Leaves and the Wind," third reader, page 141.

**Seeds and Fruit:** Collect seeds from weeds, flowers, trees, fruit, vegetables, etc. Notice shapes and colors. Save some for spring planting. How seeds travel. Classify specimens under: Dispersed by wind; by water; by animals; by explosions of pod; by man. What the seed contains, and how the life of the tiny plant is protected. Seeds we sow in others' lives. Seeds sown in our lives.

Song: "Scatter Seeds of Kindness," "Christ in Song," Number 568.

Kinds of fruit grown in the locality of the school. Draw, color, sew, or cut out simple fruit forms. Work largely from objects. Make a fruit chart. Why fruit soon spoils when picked from vine or tree. How God keeps it from spoiling. How we preserve fruit and vegetables. God's harvest time. "Harvest Ingathering."

**Flowers and Grasses:** Collect autumn flowers and grasses. Detect flowers by sight, feeling, smell. Why God decked the earth with bright flowers. Lessons from fragrant flowers, from modest flowers. "Wanderers from Eden." Why God made the grass. Uses of grass.

Song: "Beautiful Flowers," "Christ in Song," Number 578.

Poem: "Death of the Flowers," sixth reader, page 114.

**Weather and Clouds:** Temperature, clouds, rain, mist, fog, wind. The thermometer. Make and keep a weather chart. Exercises in estimating temperature of room and outdoors.

Song: "Our God Is a God of Love," "Christ in Song," Number 249.

Poems: "Mother Earth's Quilts," third reader, page 135; "Clouds," third reader, page 57; "September," sixth reader, page 157; "October," sixth reader, page 158.

**Helps for the Teacher:** Educational bulletins, Nos. 17, 20, and 23; work outlined for September and October.

#### NATURE — GRADE FOUR

**Textbook:** "Bible Nature Series," Number One. Omit chapter five, and let the pupils join with grades one to three on home geography. Chapter six will be used in connection with the nature study and gardening for grades one to four in the sixth period.

**Assignment:** Chapters 1 to 3: "In the Beginning," "Light and Heat," "Air and Sound."

At the discretion of the teacher, pupils in grade three may unite with this class in the recitation, observing the experiments, and accompanying the class on field excursions; but it is not necessary that they provide themselves with the textbook this year.

#### READING AND LANGUAGE — GRADE ONE

**Textbook:** "True Education Reader," Book One.

**Supplementary:** "Our Little Folks' Bible Nature," "Plant Life," "Wide-Awake Primer," "Arnold Primer."

**Assignment:** The first eight or twelve weeks should be given to what is usually called "Foundation Work." This consists of blackboard drills based on the oral Bible stories told the children. These drills are sentences — brief expressions of the thought of the Bible and nature lessons. The vocabulary should correspond very closely with that of the first ninety pages of "True Education Reader," Book One.

From the very first, script and print forms should be associated, the script at first predominating. By this association, the child learns to recognize both forms with equal ease, and the time usually given to "transition" is greatly shortened, if not entirely eliminated.

Almost from the first, the reader may be used in connection with blackboard drills; and by the time the pupil has

finished the foundation work, he should be able to read readily to page 57 of his reader.

During the entire first grade, the pupils should recite three times a day in reading. One of these recitation periods should consist largely of phonetic or other special drills; another of sentence or thought drills; and one should be real reading.

**Caution:** Remember the saying, "Haste makes waste." Watch closely the progress of each pupil, and let the very first indication of confusion in the mind of the pupil be a warning against further advance work until, by careful reviews, the pupil is sure of his ground.

For seat work, use "Sentence Slips for Grade One" and "Object Cards for Grade One." Each child should make his own little primer of these sentence slips pasted on the blank pages of his little notebook.

From the very first day, the teacher should transfer the blackboard sentences, by means of crayola or rubber pen or large rubber type, to large sheets of Manila paper. These sheets hung up on the wall will be convenient and almost invaluable for daily reviews. They may easily be made very attractive by cutting out and pasting suitable pictures to illustrate the thought. Let the children cut out the pictures. Of course, you could do it better than they, but it will be worth more to them if they do the work. Many appropriate and beautiful pictures may be secured of the Perry Picture Co., Malden, Massachusetts.

**Helps for the Teacher:** Phonogram Presentation Cards.

**Helps for the Pupil:** Object cards for grade one; sentence slips for grade one.

**Language:** See educational bulletin No. 5, pages 1 to 8, for suggestions and helps.

Most of the language work in this grade, during the first semester, will be oral drills on correct forms given in the general exercise period. These drills will be selected chiefly from conversations with the children and oral reproduction of Bible stories. It should include drills on the correct use of such words and expressions as: I see, I saw, I have seen; I come, I came, I have come; I sing, I sang, I have sung; bring and brought; can and may; go, went, have gone; spoke, have spoken; eat, ate, have eaten; is, are, was, were, etc.

**First Week, First Day**

Sentences: God is good. I love God. God is love.

Phrase drills: is good; I love.

Mary is good. John is good, etc. (using children's names).  
I love Mary. I love John, etc. (using children's names).

Keep by themselves all sentences containing the name "God." This will put in the child's mind a difference between the sacred and the common. Always speak the name of God softly and reverently, and *never* include it in the regular drills.

Reader work: Find "God is good" on pages 19, 22, 27; find "God is love" on pages 34, 35.

Ear training: Phonogram l (l-ove, l-ight, l-ong, l-ate, etc.).

**First Week, Second Day**

Sentences: God made the apple. God made the leaf. God made the nut. God made the flower.

Phrase drills: God made.

Reader work: Use words on pages 36 and 37, prefixing "the."

Ear training: Phonogram m (m-ade, etc.).

**First Week, Third Day**

Sentences: Mary has the leaf. John has the flower. I have the leaf. I have the flower. You have the apple. You have the flower.

Phrase drills: I have; you have (using the name of an object, or a picture of an object).

Reader work: Look for familiar object words on pages 36 to 47.

Ear training: Phonogram f (f-lower, f-lag, f-lat, lea-f, etc.).

**First Week, Fourth Day**

Sentences: Give me the leaf. Give me the flower. Give me the apple. Give me the nut. Give me the seed.

Phrase drills: Give me.

Reader work: Look for familiar object words on pages 36-47.

Ear training: Review l, m, f.

**First Week, Fifth Day**

Review sentences: Have you the leaf, Mary? Give John the leaf. John, give me the leaf. Mary, give me the flower. Give me the good nut, Mary. Give me the good apple, John.



I have the nut, Mary. I have the flower, John. Have the flower, Mary. Have the nut, John. The apple is good, Mary. The nut is good, John. God made the good apple. God made the good nut. God made the leaf. God made the flower. God made me. God made you. I love God. You love God. God is love.

### **Second Week**

Develop sentences with the following words and phrases, constantly reviewing words and phrases already learned: see, red, yellow, blue, green, white, black, brown, or, and; red and yellow, green or blue, not.

Give ear training drills with the following phonograms: s, n, r.

Continue finding words, phrases, and sentences in the reader.

Continue chart and notebook work.

### **Third Week**

Develop sentences with the following words and phrases: light, night, day, do, run, all, who, grass, tree, the day, the night, in the day, in the night, Do I see, I see, I do, I do not, run to me, It is, Is it, Good morning, Good night, It is not, Is it not, Who made.

Give drills with the following phonograms: ight, ing, s.

Blends: l-ight, n-ight, m-ight, s-ight, f-ight, r-ight; s-ing, r-ing, s-ing-ing, r-ing-ing; see-s, flower-s, tree-s, day-s; l-ight-ing, f-ight-ing, see-ing, do-ing; l-and, s-and; n-or, f-or; l-and-ing; see-n, see-m.

Reader work: Continue reading selections from the reader, chart work, and notebook work.

### **Fourth Week**

Sight words and phrases for sentence building: air, water, land, sand, box, drink, O, first, now, he, was, over, how.

Phonograms for ear training and blends: o, ow, w.

Blends: n-o, s-o, n-ow, how-l, ow-l, r-ow, etc.

Reader work: Continue selected readings, chart work, and notebook work.

### **Fifth Week**

Sight words: grow, green, grass, shine, sun, moon, star, did, what, say, put. The words one, two, three, four, five, six,

have already been learned in the constructive number class.

Phonograms: sh, ay, d.

Blends: s-ay, d-ay, r-ay, l-ay, m-ay, l-ay-ing, s-ay-ing, star-s, grow-s, shine-s, sun-s, moon-s, etc.

Reading: Continue selected readings from the reader, chart reading, and notebook work.

### **Sixth Week**

Sight words: bud, stem, root, plant, pretty, my, look, at, said, ails, ill.

Phonograms: e, a, i, er, est. Continue blends.

Blends: f-ill, m-ill, w-ill; s-ail, f-ail, n-ail; f-at, m-at, s-at, r-at; n-est, r-est, w-est.

Reviews: Go back frequently to the beginning and review all the words, phrases, and phonograms.

Readings: Continue selected readings from the reader. Continue the chart reading and notebook work.

### **READING AND LANGUAGE — GRADE TWO**

**Textbook:** "True Education Reader," Book Two.

**Supplementary:** "Animal Life," Bass; "Story of Joseph."

**Assignment:** Pages 9 to 29, with much phonetic and drill work like that of the first grade. Give daily drills from the words and phonograms at the beginning of each reading lesson.

**Memory Work:** "The Star," page 19, or "A Sunbeam," page 24. All memory work should be preceded by a sympathetic appreciation of the selection to be memorized. This will enable the child to catch the feeling as well as the thought, and thus prepare him to give the right expression. It should never degenerate into mere repetition of words or sentences. Poems from the readers, memorized, are the very best material for public programs.

**Helps for the Teacher:** Phonogram Flash Cards for Year Two.

**Language:** The oral language is best taught in connection with daily conversation, in the oral reproduction of the Bible stories, and in the oral language drills given as a general exercise every Tuesday. To aid the children to preserve continuity of thought in the oral Bible story, and to teach the use of paragraphs, write on the board paragraph topics, suggested always with the aid of the children, for each story to

be reproduced. Part of a Bible period may, if desired, be used to prepare the pupils for this language work. Thus, in the story on the creation of fishes:

1. Kinds of fish.
2. How fishes move about.
3. The fish's wonderful dress:
4. How the fish live in the water — eating, seeing, breathing.
5. Why God made the fish.

Let each child take one paragraph and see how many sentences he can give about that topic. When preparing for written composition, the teacher may write the children's sentences on the blackboard, letting the class tell where to put capitals and periods. One story should be written each week, the subject to be chosen from the Bible lesson, the nature lesson, or the reading lesson, for that week. In all this work, give careful attention to headings, margins, paragraph indentions, as well as spelling, penmanship, and sentence structure. Review the use of period, question mark, and exclamation point at close of sentences; also use of capitals at beginning of sentences, God's name, and names of people and places. In correcting written work, notice only those points on which instruction has been given. Notice *all* these and *no others*: But, first of all, secure the freest possible expression of correct thought, and *always* precede the written story by the same story told orally.

Aid the children in their expression of thought and spelling by placing on the board phrases and difficult words they will want to use. Thus for paragraphs of "Creation of Fishes" write as follows:

1. Names of kinds of fish mentioned by children in oral story.
2. Turn and twist; dart here and there; rise and sink.
3. Beautiful colors; wonderful scales; always clean; no buttons off; no careless rents.
4. Bits of weeds; no eyelids; no lungs; swallowing air.
5. To live in the streams; for our enjoyment; not to be killed.

Give weekly drills on sentence writing, using the following homonyms that occur in the reader for this period, until pupils are sure of their correct use: hear, here; to, too, two; know, no; thus:

to, too, or two?

1. Listen — the thunder.
2. Is this music, — ?
3. We love — hear the patter of the rain.
4. It sings the children — sleep.
5. God asked Abraham — count the stars.
6. There are — many stars — count.
7. Many stars are — far away — be seen.
8. Here are — bright stars.
9. There is another star, —.
10. Abraham remembered God's promise. Shall we remember God's promise, — ?

Give similar drills on verb forms that occur in the pupil's reading lessons, as follows: page 12: drink, drank; page 13: hear, heard; page 16: sink, sank; page 26: wake, woke; page 27: tear, torn; page 28: see, saw.

Notice the two uses of the apostrophe that occur in the reading lessons this period: page 18, God's promise; page 24, When I'm sleeping. Explain both. Illustrate the first by using the children's names; as, Mary's book, John's hat, etc. Illustrate the second by such easy contractions as, don't, you're, I'll, isn't, hasn't, can't, wouldn't, couldn't. Do not at this time take the more difficult contractions; as, o'clock, etc. After instruction has been given on these uses of the apostrophe, expect their correct use in all written work, and continue to notice their use in the reading lessons until their correct use is thoroughly established.

In a convenient place on blackboard or Manila charts, make a list of all homonyms and verb forms taught, also uses of capitals and punctuation marks. Add to the list whenever new words, etc., are taught, and frequently review the entire list.

### READING AND LANGUAGE — GRADE THREE

**Textbook:** "True Education Reader," Book Three.

**Assignment:** Pages 19 to 58.

**Supplementary Reading:** At least one of the Primary Missionary Volunteer Reading Course books is required; "The House We Live In," "Uncle Ben's Cobblestones," *Little Friend*.

**Thought Getting:** Give careful attention to the thought of each selection as suggested in "Exercise for Conversation

and Study.” Encourage freedom in the expression of ideas. This phase of reading is the teacher’s opportunity to teach the pupil how to study — how to get out of a sentence or a paragraph or a selection all that the author is trying to convey. This thought getting is the basis of correct and natural expression. Thought getting from silent reading is also a valuable habit. Give frequent tests in this line.

**Drills:** Articulation and phonic drills frequently.

**Thought Giving:** When the pupil is ready to read, he has a right to an audience, and he should be allowed to read without interruptions of any sort. If the pupil pronounces all his words correctly, if his audience — his classmates and the teacher — can hear every word clearly, if the expression is such that they can follow the thought easily and enter into the spirit of the piece, and if their attention is held by their frequently meeting the eye of the reader, the reading is good. See Neh. 8: 8.

**Memory Work:** By the time the selection has been studied for thought, for expression, for pronunciation, until it can be well read, but little further effort is necessary to read it without the aid of the book. The entire effort can then be given to entertaining the audience. This is the highest stage of reading. Time will not allow of learning every selection thus perfectly, nor is this even desirable. Memorized selections should be of a character that will sing to us their songs of cheer and inspiration many times in the days to come. For this period, memorize the following:

Page 19, “My Shepherd.”

Pages 41, 42, “Magic Keys” or “The Two Boxes.”

Pages 57, 58, “Clouds.”

**Language:** Closely follow the work as outlined in the reader. The selections this period afford material for observation of the following use of capitals and punctuation. Do not fail to make use of this material.

*Capitals*

Names of Deity  
 First word in every line of poetry  
 Beginning of sentence  
 Abbreviations  
 Titles of selections  
 I and O

*Punctuation*

Double quotation marks  
 Question mark, exclamation point, and period, at the close of sentences  
 Comma separating undivided quotations from the rest of the sentence

Give sufficient practice in the above to *fix firmly the habit* of their correct use in all written work. The language exercises should be explained carefully before being assigned for seat work, and many times it is well to go through the entire work orally with the pupils before requiring written work. These exercises should always *follow* the study and reading of the selection or part of selection from which they are drawn. Each class in reading and language should have two recitation periods daily. Omit pages 51, 79, 108, 143, 169, 199, 225, 264, and 292.

**Notebook Work:** Write "Magic Keys" from memory. Preserve the conversation required on page 56, the sentences under "Written Exercise" on page 58, and twenty sentences from dictation involving the use of capitals and punctuation marks learned. Other work may be preserved in the notebook at the option of the teacher. In all written work, give attention to the heading, margins, paragraphs, spelling, punctuation, capitals, and penmanship.

#### READING AND LANGUAGE — GRADE FOUR

**Textbook:** "True Education Reader," Book Four.

**Assignment:** Pages 19 to 70.

**Supplementary Reading:** For outside reading, two books of the Primary Missionary Volunteer Reading Course books are required. Selections from Hooker's "Child's Book of Nature"; "First Book of Birds."

**Thought Getting:** See "Reading and Language, Grade Three," first period, pages 22 and 23.

**Drills:** Give frequent drills in correct pronunciation and distinct enunciation, using the drills given at the head of each lesson.

**Memory Work:** "Duty and Inclination," page 30.

"Don't Be a Coward," page 52.

"The Little Ones He Blessed," page 68.

**Language Drills:** For summary, see pages ix to xii in the reader.

Review capitals and punctuation of grade three.

Capitals: first word in quotation.

Punctuation: period, question mark, and exclamation point at the end of sentences; comma in quotations, in addresses, and in series; divided quotations.

**Notebook Work:** Twenty test sentences covering “language drills”; writing a letter to a friend; “Written Exercise,” page 63; “A Picture Study,” page 70; memorized selections copied from pages 30 and 52.

From a given blackboard outline, which should be developed by the pupils with the aid of the teacher in the Bible class, write the following Bible stories:

1. Story of Creation Week
2. Story of Adam
3. Story of Noah

### SPELLING — GRADE ONE

Attention, quick observation, accurate hearing, concentration, comparison, association, judgment, general intelligence, application, and memory are all needed to make of a child a good speller. And it is the problem of the teacher to cultivate these powers in the pupil. There may be such a thing as a “constitutionally” poor speller; but in ninety-nine cases out of one hundred, the student who in later years is called a constitutionally poor speller is but the fruit of poor teaching, or lack of teaching, of this important subject, in the elementary school. The bright pupil—the pupil who possesses in a marked degree the powers above mentioned—needs but little teaching; it is the slow, dull pupil that really tests the ability and skill of the teacher. When this pupil has the joy of seeing “100” marked on his paper from day to day, and when correct spelling characterizes all his written work, then and not until then take to yourself the credit of being a successful teacher of spelling.

Every exercise that aids in training the eye to observe closely and accurately (visualization), every exercise that aids in training the ear to hear quickly and correctly (ear training), is an aid to good spelling. Every sight-word learned, every word built with lentils, corn, or word builders, every word copied on blackboard or paper, every “word family” built, every word correctly pronounced either in syllables or as a whole, every word pronounced or heard in its phonetic parts,—all these, though not usually considered as lessons in spelling, are certainly the foundation and an essential part of spelling. With this broad and fundamental idea, spelling becomes from the very first a part of the pupil’s school work, although the formal spelling lesson should not begin until the second semester of the first year.

**SPELLING — GRADE TWO**

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 5 to 8. For words that are duplicated or for words that do not require study, such as words thoroughly learned in the first grade, other words may be substituted. The teacher should frequently read "Directions for Spelling," pages 2 to 4. Continue such exercises planned for first grade, periods 4, 5, and 6, as would benefit second grade pupils. Give much sentence dictation for spelling tests.

**SPELLING — GRADE THREE**

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 29 to 32. If the words do not follow the vocabulary used in the pupil's reading or other lessons for the day, they may be changed.

**SPELLING — GRADE FOUR**

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 53 to 56. See instruction under third grade spelling.

**CONSTRUCTIVE NUMBERS — GRADES ONE AND TWO**

Let numbers be incidental to manual work. No abstract work should be given for these grades. Aim at concrete number ideas rather than mere memorizing of number symbols and combinations. For all constructive work, use a good quality Latshaw patented inch ruler, and use no other. These may be obtained of Milton Bradley Company. For counting and grouping numbers, and teaching relative value of numbers in the number scale, use a numeral frame. In constructive work, aim at accuracy, neatness, prompt attention, and exact obedience. Second grade pupils should be able to do independent seat work with scissors, ruler, needle, and pencil.

In the paper folding, teach the following:

**Terms:** edge, corner, upper, lower, horizontal, diameter, vertical, left, right, inch, foot, opposite, square inch, dozen, diagonal, parallel, slanting line. Teach objectively that 12 inches make one foot, that 12 things are one dozen, that half a foot is 6 inches, and that 6 is half a dozen.

**Forms:** square, sphere, oblong, circle, semicircle, triangle.



**Comparisons:** longer, shorter, larger, smaller, equal, unequal.

**Numbers:** Counting to 16, count reader pages from 16 to 28; writing to 12.

**Number Card Drill:** 1 and 1; 2 and 1; 3 and 1; 4 and 1; 5 and 1; 6 and 1; 7 and 1; 8 and 1; 9 and 1; 2 and 2; 3 and 3; 2 and 2 and 2; 2 and 2 and 2 and 2; 3 and 3; 4 and 4; 3 and 2; 3 and 4; 6 and 6; 9 and 3; 8 and 4; 7 and 5. All these combinations have been discovered or observed in the construction work that the pupils have done with their paper and other objects. This number card drill should not be given to the child unless the figure symbols represent real objects to his mind. Under no consideration should the pupil "count" in order to determine answers to the combinations. He should have *learned* these facts because he has previously demonstrated them in his construction work. All second grade pupils should know them well; let first grade pupils get what they can.

### **Suggestive Test Problems to Be Worked Out Objectively by Second Grade Pupils**

1. Write the numbers from 1 to 12. Match them with the word and dot cards.
2. Draw a horizontal line 4 inches long.
3. Draw a vertical line 3 inches long.
4. Draw two parallel horizontal lines 2 inches long.
5. Draw a three-inch square. Draw its horizontal diameter.
6. Draw a figure having 3 square inches. Show me a paper that size.
7. Draw an oblong 4 inches long and 1 inch wide. Draw its vertical diameter.
8. Draw a two-inch square. Draw its diagonals.
9. Draw a triangle.
10. Draw a circle. Show how much of it is a semicircle.
11. How many inches in a foot? In half a foot?
12. How many eggs in a dozen? In half a dozen?
13. What will you pay for a dozen pencils, if you pay one cent for each?
14. How many wheels do 2 wagons have?
15. How many hands do 3 children have? 4 children?
16. How many shoes will it take to shoe 2 horses?

17. How much money will you need to buy 3 two-cent stamps?

18. Mary had 12 cents; she spent 9 cents; how much did she have left?

19. John has a nickel and 1 cent; how much money has he?

20. I pay 7 cents for apples and 5 cents for nuts; how much money do I spend?

21. How many edges do 2 triangles have? 2 squares?

22. How many inches around a two-inch square?

23. I sold 6 papers to-day and 6 yesterday; how many did I sell in both days?

24. There were 8 boys in the class, and 4 girls; how many children?

25. John earned 12 cents; he gave 4 cents to Sabbath school; how much did he have left?

26. Rose had 3 oranges; her brother had twice as many; how many did her brother have?

27. I took a dozen eggs out of the nest; we ate 4 for breakfast; how many were left?

28. I bought 2 notebooks at 6 cents each; how much did they both cost?

29. I put a dozen eggs under a hen; 9 of them hatched; how many did not hatch?

#### MANUAL ARTS — CARDBOARD CONSTRUCTION — GRADES THREE AND FOUR

**For the Teacher:** "Cardboard Construction Manual."

**Assignment:** Lessons 1 to 8, 12 to 16, 23, 25, 26, 28 to 30, 32 to 34, 36, 37, 40, from the manual. Lessons 4 to 6 may be used for seat work.

#### ARITHMETIC — GRADE THREE

**Textbook:** Stone-Millis "Primary Arithmetic."

**Assignment:** Pages 49 to 66.

#### ARITHMETIC — GRADE FOUR

**Textbook:** Stone-Millis "Primary Arithmetic."

**Assignment:** Review pages 107 to 154.

**For the Teacher:** "Arithmetic Manual," pages 7 to 11.

## Second Period

### BIBLE — GRADES ONE AND TWO

**Topic:** Bible Heroes of the Old Testament.

**Text:** Selections from Genesis and Exodus.

#### First Week

1. God's great plan. Memory verse, Ex. 24: 7, last part.
2. The gift of Jesus. Memory verse, John 3: 16.
3. The first missionary (Adam).
- 4 and 5. Review; or nature and home geography.

#### Second Week

1. Enoch and Methuselah.
2. Noah and the ark. Memory verse, Matt. 24: 38, 39.
3. Changes made by the Flood.
- 4 and 5. Review; or nature and home geography.

#### Third Week

1. Isaac.
2. The twin brothers and Jacob's dream. Memory verse, Gen. 28: 16, 17.
3. Jacob and his sons.
- 4 and 5. Review; or nature and home geography.

#### Fourth Week

1. Joseph and his dreams.
2. Joseph sold. Memory verse, Prov. 28: 10.
3. Joseph in prison.
4. Joseph at the king's court.
5. Lesson in nature and home geography.

#### Fifth Week

1. Joseph and the famine.
2. Joseph's brothers visit Egypt. Memory verse, Prov. 28: 13.
3. Jacob in Egypt. Memory verse, Rom. 8: 28, first part.
- 4 and 5. Review; or nature and home geography.

#### Sixth Week

1. From Egypt to Canaan.
2. The law of God. Memory verses, Ex. 20: 3-17.
3. The law of God, continued.
- 4 and 5. Review; or nature and home geography.

**BIBLE — GRADES THREE AND FOUR**

**Textbook:** McKibbin's "Bible Lessons," Book One, and notebook, for fourth grade only; the Bible for both grades.

**Assignment:** Chapters 4 to 6, pages 69 to 89: Abraham, Isaac, Job.

**For the Teacher:** "Bible Lesson Manual," pages 38 to 45.

Diagram of family of Abraham. Continue chapter outlines of Genesis. Three written Bible stories, one at the close of the study of each chapter. Continue the drills begun in the first period. For grade three, continue the readings from the Bible *after* the class recitation.

The "Readings" given in the pupils' textbook are designed for the teacher's use.

**NATURE — GRADES ONE TO FOUR**

Give eight or ten lessons from the following topics:

**Sun, Moon, and Stars:** Locate and name the evening star. What are the stars? The planets?

Locate the "Little Dipper," the "Big Dipper," and Orion. Tell the story of Orion and the coming of Jesus as recorded in "Early Writings," page 41. Locate the North Star.

*Memory gem:* Ps. 147: 4. How to tell a new moon from the waning moon. The borrowed light of the moon. Why the days are growing shorter.

*Song:* "I'll Be a Sunbeam," "Christ in Song," No. 579.

**Weather:** Continue the weather chart. Forms of snowflakes.

*Poem:* "The First Snow-Fall," fourth reader, page 191.

**Animals, Insects, Birds, Fish, etc.:** Where have they gone? Where do they spend the winter? Make an autumn bird chart. Observe goldfish.

*Poem:* "When All Things Lie Down to Sleep," sixth reader, page 160.

**Trees:** Evergreens. Recognition of leaves by sight, smell, touch. Products and uses of evergreens.

**Helps for the Teacher:** Educational bulletins, Nos. 17, 20, and 23, work outlined for November.

### NATURE — GRADE FOUR

**Textbook:** "Bible Nature Series," Number One.

**Assignment:** Chapters 4, 8, and 7: "Water," "Water Animals," and "Sun, Moon, and Stars."

This class recites the same days as Bible one and two. On the other days of the week, it joins in the general nature class for grades one to four.

### READING AND PHONICS — GRADE ONE

**Textbook:** "True Education Reader," Book One.

**Assignment:** Pages 19 to 55.

*Seat Work:* Use "Sentence Builder for Grade One" and "Phonetic Builder for Grade One." Use of capitals at beginnings of sentences, and proper punctuation at their close. Continue chart readings and notebook sentences.

#### First Week

Sight words and phrases for sentence building: get, wind, still, says, boy, girl, I am, a good boy, a good girl, how do you do, good-by.

Phonograms: b, ell.

Blends: b-e, b-ow, b-at, b-in, b-ay, b-ee, b-est, b-ill, b-ail, b-ell, w-ell, f-ell, N-ell, s-ell, r-ill.

#### Second Week

Sight words and phrases for sentence building: fish, swim, snail, duck, frog, little, this, that, where, little fish, little frog.

Phonograms: ish, sh, im, ade.

Blends: f-ish, d-ish, w-ish, sh-ell, sh-ade, s-w-im, s-n-ail.

#### Third Week

Sight words and phrases for sentence building: bird, fly, egg, nest, owl, fowl, hen, so, here, there, on the nest, on the box, on the grass, the little bird, the blue egg, the pretty nest.

Phonograms: er, ed, v, t.

Blends: egg-s, bird-s, nest-s, owl-s, hen-s, òw-l, f-ow-l, s-o, s-m-all, small-er, fly-er, o-v-er, r-ed, f-ed, l-ed, N-ed, t-est, v-est, t-all, etc.

#### Fourth Week

Sight words and phrases for sentence building: horse, cow, ox, dog, kitty, come, go, a good horse, a good cow, a good ox,

a small dog, a small horse, a pretty kitty, a white cow, a black horse, a brown ox, a white kitty, etc.

Phonograms: ake, c (=k), g.

Blends: t-ake, c-ake, b-ake, m-ake, r-ake, s-ake, l-ake, w-ake, sh-ake, g-o, b-ox, f-ox, b-ow, w-ow, cow-s, dog-s, R-over, c-all, c-at, c-an, f-an, N-an, r-an, m-an.

### **Fifth Week**

Sight words: other, any, baby, father, sister, dear, please, thank you, dear little baby, dear little sister, dear little brother, dear father, dear mother, etc.

Phonograms: br, k, p.

Blends: br-other, m-other, m-any, etc.

### **Sixth Week**

Review, and finish the reader to page 55.

## **READING AND LANGUAGE — GRADE TWO**

**Textbook:** "True Education Reader," Book Two.

**Assignment:** Pages 30 to 59. Continue daily phonetic drills, both with phonograms and with blends, both review and advance. Give also daily sight word and sight phrase drills. Drill on grouping thought and reading "to an audience." Break up the habit of "reading to the book." In the blend drills, work for clear, distinct, and accurate tones, of both vowels and consonants.

**Memory Work:** "Take Care," pages 30, 31, or "We Thank Thee," page 54, and "Ships of the Air," page 38.

**Language:** For oral work, continue the same as planned for the first period; also for written stories. See pages 20 and 21.

In the reading lessons, cultivate observation of the use of capitals and punctuation as taught in the drills. Thus: explain the following apostrophes: page 31, you're; 33, Harry's, don't; 40, isn't, baby's; 44, world's; 46, frog's; 49, can't, don't; 50, mayn't; 53, God's; 54, o'er; 55, summer's; 57, Bessie's, don't; 59, winter's, autumn's.

Exercises in copying stanzas of poetry from the reader, observing that every line begins with a capital, and that lines rhyming have the same indention. When stanzas have been memorized, write them correctly from memory.

Observe the use of capital in abbreviations; as, "Mr." on page 57. Observe also that a period follows this abbreviation. Teach other common abbreviations; as, Mrs., Dr.

*Punctuation:* Observe and explain the use of the comma in case of address; see page 30, "Little children"; page 31, "my little folks," "my boys and girls"; page 41, "Clouds"; pages 48 to 50, "papa," "Brady," "O mamma," "dear," and others; page 54, "Father in heaven"; page 57, "little one," "Mr. Policeman," "sir," "my child."

For seat work, give written exercises on the use of the comma in case of address, after the class study of lessons on pages 30, 40, 48, 54, and 56. See if the children can find the printer's error on page 49.

Observe and explain the use of quotation marks on pages 33, 34, 43, and 57.

For seat work, after the class study of lessons on pages 33, 42, and 56, give written exercises on the use of quotation marks. Give two or three of these exercises after each story.

Give frequent exercises similar to the one on page 51.

In correcting written work, correct only those errors that are a violation of instruction given. Do not overlook *one* of these.

After observing and studying with the pupils in the reading class the use of the following homonyms, give written exercises for drill: page 33, cent, sent; right, write; page 35, grate, great; page 37, wood, would; page 43, their, there; page 49, son, sun.

After observing and studying with the pupils in the reading class the use of the following verb forms, give written exercises for drill; page 33, steal, stole, have stolen; page 36, blow, blew, have blown; page 40, come, came, have come; page 46, drink, drank, have drunk; page 50, hear, heard, have heard; page 53, sing, sang, have sung; swim, swam, have swum; page 56, sit, sat, have sat; fall, fell, have fallen. *Drink* and *hear* are review verb forms.

Teach the correct use of *can* and *may* in connection with the lesson on pages 48 to 50.

Change *is* and *was*, in sentences speaking of but one, to *are* and *were* when speaking of more than one. Add to your blackboard list the new verb forms, homonyms, uses of capitals and punctuation marks, learned this period. Frequently review the entire list.

**READING AND LANGUAGE — GRADE THREE**

**Textbook:** "True Education Reader," Book Three.

**Assignment:** Pages 58 to 107.

**Thought Getting:** In this period, expect the pupils to learn and remember the information conveyed in "The Ocean," Parts I and II, "The Six Continents," and "The Earth a Treasure-House." "Some Forms of Water" will require closer study, and most of the study will need to be done with the children if they appreciate it. They will enjoy it, if the teacher properly appreciates its majestic, sacred beauty. In "The Raindrops," let the pupils find and explain the figures used. "Grace Darling," "Somebody's Mother," and "Honest Rob" are simple stories for the purpose of teaching moral lessons. Help the children to value these character studies, and inspire them with a desire to exemplify the noble traits portrayed. Work for correct expression through the thought, not in a mechanical way. Thought getting includes meanings of words and figures, analysis of words, homonyms.

**Drills:** Give daily work on the phonogram drills at the head of each lesson, insisting on a clear enunciation of every sound. After the thought study on a selection is finished, give the lesson blend drill. The best way to do this is to place on the blackboard the drill words that occur in the lesson assigned for the recitation in hand. This drill, when rightly given, should enable the pupil to read his sentence or paragraph without stumbling or hesitating over words.

Looking ahead drills and memory drills are the last drills in the preparation to read. Teach the pupil to see and express the thought in phrases, and by looking ahead, to catch and remember these phrases, so that as he reads he may look away from his book to his audience. Teach him to study this way at his seat.

**Reading:** After the thought study and the drills, the pupil should be ready to read to others — oral thought giving.

**Memory Work:** Choice of selections from "Forms of Water," pages 66, 67. "Somebody's Mother," pages 75, 76. "The King's Garment," page 77.

**Language:** Observe in the reading lessons and then give practice in using the following capitals and punctuation:



*Capitals*

Names of places.  
Names of people.  
Names of places, composed of two words.

*Punctuation*

Apostrophe in contractions and possessives.  
Hyphen in compound words.  
Comma after "yes" and "no."  
Name of person spoken to, set off by a comma.

**Notebook Work**

Written exercise from reader, pages 62, 70, 76.  
Copy the poem on page 77, putting it in the form of poetry.  
Write from memory "Somebody's Mother."  
Write from memory, answers to questions on pages 87 and 91, and similar tests on the other continents and the oceans.  
Write the conversation required on page 107.  
Write one of the "picture stories," page 78 or 107.  
There will be other written work, but it need not be preserved.

**READING AND LANGUAGE — GRADE FOUR**

**Textbook:** "True Education Reader," Book Four.

**Assignment:** Pages 71 to 125.

**Thought Getting:** Review grade three, first period, pages 22 and 23. In preparing to teach a new lesson, study "Exercise for Conversation and Study" until it becomes your own. Then do not confine yourself to the questions given, but study the selection with the pupils, encouraging free discussion of its meaning.

**Drills:** Give the following pronunciation drills with the lesson indicated:

Page 71, sound of *h*. She saw him; she knew he had; bowed his head; tied up her hair; on her knees; on her pillow; upon her head; as her eyes.

Pages 74, 102, do not substitute one sound for another. Just, since, because, nothing, can, again, such, surprised, pretty.

Pages 77, 87, 101, do not eliminate a sound or syllable. Fields, suppose, temperance, every, suddenly, sifts, gifts, lifts, drifts, subject, spends, usually, different, tempt.

Page 94, final *t* and *d*. Midst, leaped, dashed, frisked, reached, checked, snapped, strained, perfectly, tempt.

Page 102, *wh*. Whisper, while, what, when, where, whither, whence.

**Memory Work:** "Suppose," page 77. "The Children," page 106. Selections from "The Better Land," page 80.

**Language Drills:** Give drills on punctuating name of person spoken to, expressions of greeting, quotation marks, apostrophe in possessives, series, titles of songs, etc.; exclamation point after exclaiming word; punctuation of "O." Review the work of the first period.

**Notebook Work:** "Written Exercise," pages 84 and 91. Conversation, page 106. "Written Exercise," page 120; or "Picture Study," page 125. Write from memory one poem memorized. Other written language work need not be preserved, and may be given orally.

**Things to Omit:** "Sentence study," pages 114, 117.

#### SPELLING — GRADE ONE

See first period, page 25.

#### SPELLING — GRADE TWO

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 9 to 12.

#### SPELLING — GRADE THREE

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 33 to 36.

#### SPELLING — GRADE FOUR

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 57 to 60.

#### CONSTRUCTIVE NUMBERS — GRADES ONE AND TWO

Through the construction work, review the terms and forms taught in the first period, and teach further—

**Terms:** Bisect, half-inch.

**Construction:** Articles made from four-inch paper square folded into 16 square inches: pin wheel, windmill, sailboats, etc. Teach new number combinations and  $\frac{1}{2}$  of 16.

Forms made from three-inch square: snowflakes, etc.

Sew outlines of fruit and flowers on cards, using stitches about quarter of an inch long.

Make a half-inch ruler. Study half inches. Use Latshaw half-inch ruler.

Study of number 3 in triangle; of 4 in four-inch square; of 5 in nickel, in number of school days in week; of 6 in form of snowflake, in half dozen, in half foot.

Mat weaving involving only half-inch strips. Teach various half-inch combinations.

Make flower booklets.

Writing number scale to 40; counting orally to 56 from reader pages.

**Suggestive Test Problems to Be Worked Out Objectively  
by Second Grade Pupils**

1. Write the number scale to 40.
2. Draw a horizontal line 3 inches long. Bisect it.
3. Draw a vertical line 2 inches long. Bisect it.
4. Draw a line  $1\frac{1}{2}$  inches long;  $5\frac{1}{2}$  inches.
5. Draw a  $1\frac{1}{2}$ -inch square. How many inches around it?
6. Draw an oblong  $1\frac{1}{2}$  inches long and  $\frac{1}{2}$  inch wide. How long are both ends? Both sides? All around?
7. How many nickels make 25 cents? 15 cents? 30 cents?
8. What is the square of 2? 4? 5? 6?
9. What is the square root of 4? 16? 25? 36?
10. Count by 2's to 24; by 4's to 24; by 5's to 30; by 6's to 36.
11. Copy and place correct answers:

$1\frac{1}{2} + \frac{1}{2} =$	$\frac{1}{2}$ of 16 =	$\frac{1}{2}$ of 2 =	$12 - 9 =$
$8 + 8 =$	$\frac{1}{2}$ of 4 =	$\frac{1}{2}$ of 6 =	$12 - 5 =$
$6 - 4 =$	$\frac{1}{2}$ of 12 =	$5 - 3 =$	$3 + 3 =$
$4 + 4 + 4 =$	$\frac{1}{2}$ of 8 =	$12 - 3 =$	$2 + 2 + 2 =$
$5 - 5 =$			

12. I have a strip of paper 12 inches long; if I cut 8 inches off, how long a piece is left?
13. A man had 12 cows; he put 4 in one yard and the rest in another yard; how many in the second yard?
14. If you divide an apple equally between 2 boys, what part will each receive?
15. A nickel is what part of a dime?
16. How many two-cent stamps can you buy with 12 cents?
17. How many points have 5 snowflakes?
18. How many half inches in a foot ruler?
19. How many petals on 5 wild roses?
20. How many school days in 3 weeks?

21. How many square inches in a 2-inch square?
22. How many must you add to 4 to make 6?
23. Three children set out 6 tomato plants each; how many tomato plants were set out?
24. If you can buy 4 apples for 5 cents, how many can you buy for 15 cents?
25. Alice had 12 little chicks, and  $\frac{1}{2}$  of them died; how many lived?
26. How many eggs in 2 dozen? In  $1\frac{1}{2}$  dozen?
27. How many inches in  $1\frac{1}{2}$  feet? In 2 feet?
28. How many inches in four half inches?
29. Mary had 16 papers; she sold 8 of them; what part of them did she sell?

#### MANUAL ARTS — GRADES THREE AND FOUR

**Cardboard Construction:** Lessons 41 to 45 and 47 to 59 from "Cardboard Construction" manual. Teacher may select other lessons from the manual if desired.

#### ARITHMETIC — GRADE THREE

**Textbook:** Stone-Millis "Primary Arithmetic."

**Assignment:** Pages 67 to 83. Give special attention to neatness, form, and careful figure formation in all written work.

#### ARITHMETIC — GRADE FOUR

**Textbook:** Stone-Millis "Primary Arithmetic."

**Assignment:** Pages 155 to 179.

**For the Teacher:** "Arithmetic Manual," page 11.

## Third Period

#### BIBLE — GRADES ONE AND TWO

**Subject:** In the Land of Promise.

#### First Week

1. The sanctuary. Memory verse, Ex. 25 : 8.
2. The priests.
3. Marching through the wilderness. Memory verses, Ex. 40 : 36, 37.
- 4 and 5. Review; or nature and home geography.

### Second Week

1. Caleb and Joshua. Memory verse, Phil. 4:13.
2. Crossing the Jordan.
3. Gideon. Memory verse, Ps. 34:7.
- 4 and 5. Review; or nature and home geography.

### Third Week

1. Elisha. Memory verse, Ps. 91:11.
2. Elisha.
3. The little Jewish medical missionary. Memory verse, 3 John 2.
- 4 and 5. Review; or nature and home geography.

### Fourth Week

1. Nebuchadnezzar.
2. Daniel in the fiery furnace. Memory verse, Dan. 3:17.
3. Daniel in the lions' den. Memory verse, Ps. 34:7.
- 4 and 5. Review; or nature and home geography.

### Fifth and Sixth Weeks

Review of semester's work, drilling especially on Gen. 1; 2:1-3; and Ex. 20:8-11, using chart of creation week. Give some time also to oral reproduction of Bible stories by the children.

## BIBLE — GRADES THREE AND FOUR

**Textbook:** "Bible Lessons," Book One, and notebook for fourth grade only. Bible for both grades.

**Assignment:** Chapters seven and eight, pages 94 to 139, "Jacob" and "Joseph."

For lesson plans, see "Bible Lesson Manual," pages 45 to 58. Finish the chapter outlines of Genesis. Each pupil should show proficiency in telling briefly the contents of all the chapters in the book of Genesis. For grade three, continue the readings from the Bible, but do not require the notebook work.

## NATURE AND HOME GEOGRAPHY — GRADES ONE TO FOUR

Grades one to four recite together once or twice a week. Give eight or ten lessons on home geography, from the following suggestive outline:

**Map Work:** Teach directions — north, south, east, and west.

Draw plan of the schoolroom; of the school grounds, locating important places. Indicate directions on the plan. Bound the room. Bound the grounds, giving names of streets or fields, etc., on each side.

Draw plan of home town or vicinity, showing a few principal and familiar streets or roads; the hills, rivers, and other natural features; public buildings, child's home and school, etc. Explain drawing to a scale, showing distance of school from known points.

**Vegetation of Home Vicinity:** Natural products of the fields or woods; cultivated products of the garden, farm, or orchard. What vegetable products do we have in our homes that do not grow at home? Do we raise more than we need for our own use? What becomes of it? Where do our imports come from? Continue study of trees. How to recognize them when leaves are gone. More about evergreens.

**Animal Life of Home Vicinity:** Wild or domestic; land or water animals. Uses of each. How to recognize them from their tracks in soil or snow. Animals children have seen at the "zoo" or in the museum. Where did they come from? Always locate on a world map or a globe all places talked about. If near the ocean, collect shells, etc. Winter birds; keep a blackboard list and a picture album of those seen and recognized. Attract the birds by putting out food for them. Kindness to domestic animals.

**Weather:** Continue the weather calendar.

*Poem:* "A Wonderful Weaver," fourth reader, page 181.

*Memory gem:* Isa. 1: 16-19.

*Song:* "Washed White as Snow," Christ in Song, No. 225 (first stanza).

**Helps for the Teacher:** Educational bulletins, Nos. 17, 20, 23; December sections.

#### NATURE — GRADE FOUR

**Textbook:** "Bible Nature Series," Number One.

**Assignment:** Chapter 10, "The Land Animals."

This class recites the same days as Bible one and two. On the other days of the week, it joins in the general nature class for grades one to four.

**READING AND LANGUAGE — GRADE ONE**

**Textbook:** "True Education Reader," Book One.

**Assignment:** Pages 57 to 90. Page 90 is not designed to be read by the children, though some may be able to read it; it is for oral memory work. It is a beautiful poem when recited with proper feeling and emphasis. Appropriate motions also add to its meaning and beauty.

**Language:** Oral drills on correct forms of expression in common use.

**READING AND LANGUAGE — GRADE TWO**

**Textbook:** "True Education Reader," Book Two.

**Assignment:** Pages 60 to 104. Continue the work as outlined for the second period, page 32.

**Memory Work**

"Calendar Song," page 67;

"Bobolink," page 90, or "The Way Things Go to Sleep," page 91;

"Mrs. Wasp and Mrs. Bee," page 98.

**Language:** For oral work and written stories, continue the same as for first and second periods, pages 20 to 22, 32 and 33.

Continue to observe in the reader and review uses of capitals, punctuation marks, homonyms, and verb forms already learned. Notice the apostrophes on page 61; explain ma'am; ask pupil to explain he's and I've, page 82; isn't and that's, page 92; doesn't, page 93; can't, I'm, they'll, there's, ma'am, page 98; farmer's, page 99; Mason's, don't, pages 100 and 101; 'twere, he'll, page 102; frog's, wasn't, here's, I'm, I'll, page 104. Observe these words at the close of the reading lesson in which they occur. For review at the close of the period, it is a good exercise to run through the entire reading for the period, and even go back to lessons in previous periods, letting pupils find and explain every apostrophe, every comma in case of address, some of the quotation marks, etc. Find different kinds of sentences in the reader. On pages 61 and 104, all three kinds are found.

Teach the use of the exclamation point after single exclaiming words; as, O! pages 91, 93; Caw! page 99; Kerchug! page 104; Don't! pages 33 and 34, etc.

In addition to three Bible stories written this period, let pupils reproduce in conversational form the stories on pages

61, 81 or 92, and 103. Illustrate as suggested in the reader. Make use of the Scripture quotation on page 62. Do not introduce divided quotations. Teach that the first word in each quotation is really the beginning of a sentence, and therefore is written with a capital initial.

At the close of the following reading lessons, teach the given homonyms found in these lessons: page 71, sea, see; page 77, pair, pear; page 86, prey, pray; page 102, meat, meet; hare, hair.

Give drills — oral and written — on the following common verb forms as they occur in the reading lessons: page 61, do, did, have done; go, went, have gone; speak, spoke, have spoken; page 83, know, knew, have known; page 84, run, ran, have run; fly, flew, have flown; page 87, hang, hung, have hung; page 89, eat, ate, have eaten; page 94, buy, bought, have bought; page 104, throw, threw, have thrown. Observe the use of “doesn’t” on page 93. Teach correct use of doesn’t and don’t.

Following the reading lesson on pages 67 and 68, teach that names of months but not of the seasons begin with capital letters. Teach also that the names of the days of the week begin with a capital letter. Teach the abbreviations of names of months and of the days of the week. During the study of the lesson on page 71, teach that the word “Bible” always has the capital. Teach that the words “I” and “O” are always capital letters as shown on page 93 and elsewhere.

Add to your list the new verb forms, homonyms, uses of capitals and punctuation marks, as learned this period.

### READING AND LANGUAGE — GRADE THREE

**Textbook:** “True Education Reader,” Book Three.

**Assignment:** Pages 111 to 154.

#### Memory Work

- “Baby Corn,” page 116.
- “The Ill-Natured Brier,” page 124.
- “The Buttercup’s Reply,” page 127.
- “Mother Earth’s Quilts,” page 135.
- “Spring’s Secret,” page 139.
- “The Leaves and the Wind,” page 141.
- “Taught by a Parrot,” page 149.
- “Poor Robin,” page 152.



Require each pupil to learn "Mother Earth's Quilts" and one other poem in full. Let the other selections be class work, assigning different parts to different pupils, thus making a total of about fifty lines for each pupil. Bright pupils may be allowed to recite entire poems. All should memorize at least two paragraphs of the prose selection.

### Written Language

The reading lessons this period give opportunity for observation and practice in the following:

<i>Capitals</i>	<i>Punctuation</i>
Abbreviations	Period after abbreviations
Names of days of week, of months, but not of seasons	Comma in a series

Give careful attention to the "Written Exercises" found in connection with the reading selections.

### To Be Preserved in the Notebook

Write all the memorized stanzas.

Write the conversation called for on page 123.

Write the picture story as planned on page 135.

Write any three sentence sets given.

All notebook work is to be the child's work as first handed in to the teacher. He may rewrite it as many times as he chooses before he hands it in, but after the teacher has corrected it, the pupil should not be asked to "copy" it. Careless or slovenly work should be rewritten before it is accepted and before the teacher points out the errors. Preparatory instruction and drills should enable the pupil to write without a large number of errors, but after the work in the notebook is once accepted by the teacher, it should truthfully represent the pupil's own knowledge and effort. Only thus is it possible to have a true record of the pupil's progress.

### READING AND LANGUAGE — GRADE FOUR

**Textbook:** "True Education Reader," Book Four.

**Assignment:** Pages 127 to 187.

**Phonics:** Sounds of *o* and *u*.

**Memory Work:** "The Sabbath," page 140.

"A Wonderful Weaver," page 181.

"A Day," page 186.

One of these poems should be learned in full by each pupil; the prose may be class work, each pupil taking an assigned or chosen part.

**Oral Language:** Give special attention to the language of the reciting pupil in all classes, correcting errors in pronunciation, articulation, and grammar. Try also to cultivate exact and logical expression of thought. Discourage the constant use of *and, but, now, so*, etc., as introductory words.

Give attention to "Sentence Study" as given on pages 129, 130, 133, 142, 143, 145, 156, 160, 180, 181. Avoid all technical language, emphasizing the *thought* only.

Precede "Written Exercises" on pages 130, 143, 147, 153, 163 by oral language work.

**Written Language:** Give attention to all "Written Exercises" as planned. At the close of the period, pupils should be able to use correctly double quotation marks; the comma in series, in address, and in independent expressions; capitals in compound proper names, and in names of months and days (*not* seasons); in addition to punctuation and capitals previously learned. Give as much written drill as is needed to secure these results, in addition to what is given in the reader.

**Notebook Work:** Twenty test sentences from dictation covering the capitals and punctuation taught.

Written exercises on pages 143, 153, 171.

Write from memory the selection memorized.

This should be supplemented by about three compositions from other classes — Bible, manual training, and nature — making an average of one each week.

Illustrate at least one written exercise by appropriate drawings.

#### SPELLING — GRADE ONE

See first period, page 25.

#### SPELLING — GRADE TWO

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 13 to 16.

#### SPELLING — GRADE THREE

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 37 to 40.

**SPELLING — GRADE FOUR****Textbook:** Hale's "Primary Speller."**Assignment:** Pages 61 to 64.**CONSTRUCTIVE NUMBERS — GRADES ONE AND TWO**

Write number scale to 50. Count to 100. Read to 100 in number scale. Practice in handling money. Study of number 5 from star, clock, five-petaled flower forms. Study the number 7 from the number of days in a week; the number 8 from the stars in the flag. Use of pint and quart measures. Review of number 2. Roman numerals to XII from clock. Counting by 10's to 100; by 5's to 60 on clock face, fingers, star points; use of dimes. Learn from clock that 60 seconds make 1 minute, 60 minutes 1 hour, 24 hours 1 day. From calendar, learn that 12 months make 1 year, and that 4 seasons make 1 year. Study objectively  $\frac{1}{4}$  of a dollar,  $\frac{1}{4}$  of a year,  $\frac{1}{4}$  of an hour.

Use a cardboard clock face with movable hands to teach time, etc. Make a calendar. Use toy money to teach operations in playing store.

**Terms:** trisect; tithe.**Form:** pentagon.

Make fish and bird booklets.

**Suggestive Test Problems to Be Worked Out Objectively  
by Second Grade Pupils**

1. Write the number scale to 50.
2. Fold a four-inch square and cut a pentagon.
3. How many edges have 3 pentagons?
4. How many pints in a quart? In 8 quarts?
5. How many quarts in 10 pints? In 6 pints?
6. Count by 10's to 100; by 2's to 50, beginning with 2; beginning with 1.
7. Make the Roman numerals to XII. Match them with the work, number, and dot cards.
8. A boy earns 80 cents; what is his tithe?
9. James worked 10 hours for 5 cents an hour; what did he earn? What is his tithe?
10. How many square inches in a four-inch square? (Find by folding paper.) What part of the whole in one row of squares? In two rows? In three rows?
11. John sold  $\frac{3}{4}$  of his papers; what part was not sold?

12. Three cents is  $\frac{1}{4}$  of my money; how much money have I?
13. James earned 12 cents; he gave  $\frac{3}{4}$  of it for missions; how much did he give?
14. Mary had 14 birds, and she sold 7 of them; what part did she sell?
15. Our cow gives 8 quarts of milk; how many pints does she give?
16. We sell 4 pints of milk a day; how many pints do we sell in 1 week? How many quarts?
17. How many days in 3 weeks?
18. One fish has 7 fins; how many have 3 fishes? 4 fishes? 2 fishes?
19. How many weeks in 14 days? 21 days? 28 days?
20. To what number on the clock face does the minute hand point when it is 35 minutes past the hour? 20 minutes past? How many 5's in 35? In 20?
21. What is  $\frac{1}{2}$  of the way around the clock face?  $\frac{1}{4}$  of the way?  $\frac{3}{4}$  of the way?
22. John had 10 cakes and ate half of them; how many did he eat?
23. There are 6 rows of stars on the flag, and 8 stars in a row; how many stars on the flag?
24. There are 7 red stripes and 6 white stripes; how many stripes on the flag?
25. There are 20 children in the school; they march out in 2's; how many pairs are there?
26.  $\frac{1}{4}$  of James's kite string is 5 feet long; how long is the whole string?
27. Four boys club together to buy a sled; each boy pays  $\frac{1}{4}$  of a dollar; how much does the sled cost?
28. Harry sold  $\frac{3}{4}$  of his eggs, and had 5 left; how many did he have at first?
29. How many months in  $\frac{1}{4}$  of a year? In  $\frac{3}{4}$ ?
30. If  $\frac{1}{4}$  of my papers cost 6 cents, how much will they all cost?
31. Arthur saves 5 cents a week; how much can he save in 5 weeks?
32. How many nickels are worth as much as 25 cents?
33. I have 2 dimes and a nickel; how many cents have I?
34. Draw a four-inch square. Show  $\frac{1}{4}$  of it.
35. Draw an oblong  $\frac{1}{4}$  as large as a four-inch square.

36. Draw two two-inch squares. Divide one into halves. Divide the other into fourths.
37. Bananas that sold for 20 cents a dozen yesterday are marked  $\frac{1}{2}$  off; for how much do they sell to-day?
38. Oranges sold for 40 cents a dozen, and are marked  $\frac{1}{4}$  off; for how much do they sell?
39. How many minutes in one hour?
40. How many seconds in one minute?
41. How many hours in one day?
42. How many months in one year? In  $\frac{1}{4}$  of a year? In  $\frac{1}{2}$  of a year.
43. How many quarters in one dollar?

**MANUAL ARTS — SEWING — GRADES THREE AND FOUR**

**Textbook:** "Elementary Sewing," Part One.

**Assignment:** Pages 3 to 14.

**For the Teacher:** "Teachers' Manual" for elementary sewing.

All pupils should learn all stitches taught on the *samplers*. Teacher may vary the *models* made, but care should be exercised not to introduce models involving stitches that have not been taught. Only pupils doing first grade work and fully understanding how to proceed without supervision, should be allowed to take work home. Even then, it is usually better to encourage children to help their mother with the home sewing as soon as they are able to do independent work. Pupils doing first grade work may be allowed to sew outside of the regular sewing period as a reward for faithful preparation of other lessons.

Mount samplers, etc., in a neatly made sewing notebook. Press all models before mounting. These notebooks will make good contributions to the camp meeting exhibit.

**ARITHMETIC — GRADE THREE**

**Textbook:** Stone-Millis "Primary Arithmetic."

**Assignment:** Pages 84 to 100.

**ARITHMETIC — GRADE FOUR**

**Textbook:** Stone-Millis "Primary Arithmetic."

**Assignment:** Pages 180 to 200.

**For the Teacher:** "Arithmetic Manual," page 12.

## Fourth Period

### BIBLE — GRADES ONE AND TWO

**Topic:** The Story of Jesus.

#### First Week

1. The visit of the shepherds. Text, Luke 2:1-30. Memory verse, Luke 2:12.
2. The visit of the wise men. Text, Matt. 2:1-12.
3. The flight into Egypt. Text, Matt. 2:13-18. Memory verse, Heb. 1:14.
- 4 and 5. Review; or nature and home geography.

#### Second Week

1. Jesus' home and His visit to the temple. Text, Matt. 2:19-23; Luke 2:40-52. Memory verse, Luke 2:52.
2. The baptism of Jesus. Text, Matt. 3; John 1:29-34.
3. The temptation. Text, Matt. 4:1-11. Memory verse, Matt. 4:10, 11.
- 4 and 5. Review; or nature and home geography.

#### Third Week

1. Jesus calms the storm. Text, Mark 4:35-41. Memory verse, Mark 4:39.
2. Jesus walks on the water. Text, Matt. 14:22-36.
3. Keeping the Sabbath. Text, Luke 6:1-11; John 5:9-16. Memory verse, Matt. 12:12, last part.
- 4 and 5. Review; or nature and home geography.

#### Fourth Week

1. The two blind men. Text, Matt. 9:27-38. Memory verse, Luke 4:18.
2. The demoniac child. Text, Matt. 17:14-21. Memory verse, Isa. 49:25, last part.
3. The transfiguration. Text, Matt. 17:1-13.
4. Cleansing the temple. Text, Matt. 21:12-16; John 2:12-25. Memory verse, Mark 11:17, or Ps. 100:4, or Ps. 95:6.
5. Nature and home geography.

#### Fifth Week

1. Parable of the talents. Text, Matt. 25:14-30.
2. Parable of the lost sheep. Text, Luke 15. Memory verse, Luke 15:18.
3. The good Samaritan. Text, Luke 10:25-37. Memory verse, Luke 10:27.

4. The triumphal entry. Text, Matt. 21:1-11. Memory verse, Matt. 21:9.

5. Nature and home geography.

### **Sixth Week**

1. The story of the cross. Text, Matt. 26:36-75; 27:34-66. Memory verse, Isa. 49:16.

2. The resurrection. Text, Matt. 28:1-15; Luke 24:13-48.

3. The ascension. Text, Luke 24:50-53; Mark 16:19, 20; Acts 1:1-12; Ps. 24. Memory verse, Ps. 24:7, 8.

4 and 5. Review; or nature and home geography.

### **BIBLE — GRADES THREE AND FOUR**

During the second semester, grades three and four recite separately in Bible, the third grade reviewing the book of Genesis with compositions, oral and written, map work, illustrated memory verses, regular tests, etc.; and fourth grade continuing to the end of the textbook.

**Grade Three.** Review the work of the first period, including the map work, written compositions, and all notebook requirements, in addition to reading the lesson text from the Bible. Require frequent oral story-telling, giving special attention to pronunciation and correct English. For all written compositions, give written questions or topical blackboard outlines. Give careful attention to sentence structure. Above all, encourage freedom in expression of thought.

Require three written compositions as follows: The Story of Creation Week, The Story of Adam, The Story of Noah.

Give much oral drill on quickly finding given places in the Bible, and especially on locating by chapters the stories in Genesis. By the close of the second semester, these third grade children should be as thoroughly familiar with the contents of Genesis as it is possible for children of their ages to be. To impress the spiritual truths more deeply, the teacher should often tell the stories to the class. The book of Genesis is a wonderful book, full of thrilling experiences and providential occurrences. It is abundantly worthy of the attention of the child for the entire school year.

**Grade Four.** "Bible Lessons," Book One, chapter 9, lessons 64 to 88, pages 140 to 190. For special lesson helps, see "Bible Manual," pages 58 to 65. Begin memorizing the chapter outlines of Exodus. A little faithful drill on this point

every day will enable the pupil to gain a fairly good mastery of the contents of each narrative book in the Bible, an accomplishment that will be invaluable to him in all his later Bible study.

### NATURE AND HOME GEOGRAPHY — GRADES

#### ONE TO FOUR

**People of Home Vicinity:** Races, nationalities, religions, etc. Where are the native homes of these races and these nationalities? Find the places on the map of the world or on the globe. Tell stories of how the truth has gone to these people. Rev. 14: 6.

**Home Industries:** What are they? Value? How conducted? Visit factories, mills, etc., of the vicinity.

**Government of town:** Compare with school and home government. Need of laws. Importance of obeying right laws.

**The Globe:** The spherical form of the earth has been learned in the Bible class. Illustrate by orange peel how a map of a ball or sphere is made. Locate on the globe places where some of our missionaries whom the children know or have heard of, have gone; where our Sabbath school offerings go each quarter; etc.; always keeping pretty well within the limit of the child's knowledge or experience. Teacher or children may tell of trips they have taken, pointing out on the map or globe the route and the things of interest seen along the way.

**Map Work:** Older pupils draw map of home vicinity, town, or county.

**For the Teacher:** Educational bulletins, Nos. 17, 20, 23; January and February sections.

**Weather:** Continue the weather chart.

*Poems:* "What the Snowflakes Did," fourth reader, page 305; "January" and "February," sixth reader, pages 148, 149.

#### NATURE — GRADE FOUR

**Textbook:** "Bible Nature Series," Number One.

**Assignment:** Chapter 11, "Man."

This class recites the same days as Bible, grades one and two. On the other days of the week, it joins in the general nature class for grades one to four.



**READING AND LANGUAGE — GRADE ONE**

**Textbook:** "True Education Reader," Book One.

**Assignment:** Pages 91 to 126, an average of about one page a day.

**Language:** Observe from the reader that each sentence tells something or asks a question or expresses deep feeling. Observe that every sentence begins with a capital letter, but that different points are placed at their close. Observe that people's names are capitalized, that all words meaning God or Jesus (as "My Son," "He," "Him") are capitalized, also "Sabbath," "I," and "O."

Follow up these observations with copying of sentences from the reader, frequently at the blackboard, where the teacher can easily observe the child's work.

Use of correct English in daily conversation and oral story-telling.

**READING AND LANGUAGE — GRADE TWO**

**Textbook:** "True Education Reader," Book Two.

**Assignment:** Pages 105 to 163. Continue the drills.

**Memory Work:** "The Wonderful Meadow," pages 105, 107, dividing the stanzas among members of the class. This is an excellent poem for illustrative work.

"Which Loved Mother Best," page 135.

One of the following: "The Seven Trees," pages 143, 144.

"He Didn't Think," page 155.

"Little Messages," pages 162, 163.

**Language Work:** Continue the oral Bible stories and oral drills. For written language, at least three written Bible stories from given blackboard paragraph outlines are required each period. In addition, three other stories from the reading or nature, or original stories, are required, making an average of one written story each week. This period the writing of a letter should take the place of three of these stories. See page 112 in the reader. Review instructions to the teacher given under "First Period," pages 20 to 22.

Three times a week give sentence exercises in the use of capitals, punctuation marks, verb forms, homonyms, etc., similar to those in the reader, pages 140, 179, and 183. Give attention also to the seat work suggestions at the close of each story. Occasionally give sets of questions to be answered,

similar to the suggestion on page 238 of the reader, basing the questions on the Bible stories, the nature work, or the reading lessons.

*Punctuation:* Separate by a comma from the rest of the sentence: please, yes, no, too, good-by, thank you, good morning, good night, how do you do.

Observe illustrations of the foregoing on pages 118, 120, 129, 131, 137, 138, 143, 152; also in back lessons, pages 9, 18, 27, 40, 57, 61, 98.

*Capitals:* Teach that the word "Sabbath" and all names of the days of the week begin with a capital letter. See page 141.

Teach that words that mean God or Jesus are written with a capital letter. See reader, pages 145 and 153.

*Homonyms:* Teach in connection with the lesson where they are found:

Page 105 — blew, blue

Pages 105, 111 — reed, read

Page 107 — eight, ate

Pages 109, 159 — do, dew

Page 115 — wood, would

Pages 122, 125 — threw, through

Page 122 — knead, need

Pages 123-125, 160 — whole, hole.

Pages 125, 14 — pane, pain

Pages 125, 149 — there, their

Page 125 — knew, new

Pages 126, 130, 133 — pale, pail

Page 143 — tale, tail

Page 146 — weak, week

*Verb Forms:* Give exercises — oral, or written, or both — on the following verb forms in connection with the reading lesson where they are found:

Pages 123 and 156 — grow, grew, have grown

Page 123 — know, knew, have known

Page 123 — break, broke, have broken

Pages 129, 133 — eat, ate, have eaten

Page 133 — drink, drank, have drunk; swim, swam, have swum

Pages 137, 160 — choose, chose, have chosen

Page 153 — shine, shone, have shone

Page 153 — begin, began, have begun

Page 154 — wear, wore, have worn

Page 157 — fall, fell, have fallen

Page 161 — do, did, have done

*Language Reviews:* Constantly call up the points previously learned on punctuation, capitals, etc., but do not interrupt the regular *reading* period for this work. Thus: at the close of each week in reading or each long selection, go back over the week's stories, hunting for: (1) telling sentences; (2) asking sentences; (3) exclaiming sentences; (4) cases of person addressed; (5) direct quotations; (6) uses of apostrophe; (7) uses of capitals; (8) homonyms; (9) verb forms; (10) abbreviations.

On page 144 there is a printer's error in omitting a comma in a case of address. See if the children can find it.

### READING AND LANGUAGE — GRADE THREE

**Textbook:** "True Education Reader," Book Three.

**Assignment:** Pages 155-198.

**Memory Work:** Learn the Bible verses used in "The Sabbath Bridge," page 193. Learn the entire selection as a dialogue. This selection well learned would make a good exercise for "Parents' Day" or some public occasion.

**Written Language:** Give careful attention to the "Written Exercises" following the reading selections. Some of these may be handled orally, others as class work at the blackboard. The following should be preserved in the language notebook:

Description of an ostrich, page 161.

Dictation exercise, page 168.

Story of a horse, page 176.

One of the sets of ten sentences on page 186.

In all written work, give careful attention to form, paragraphing, penmanship, spelling, capitals, and punctuation, as well as clear expression of thought. Continue to give sentence drills on the use of capitals, punctuation marks, use of words, etc., begun in previous periods.

Review the last paragraph of instruction given for grade three, third period, page 43.

## READING AND LANGUAGE — GRADE FOUR

**Textbook:** "True Education Reader," Book Four.

**Assignment:** Pages 187 to 249.

**Articulation Drills** continued.

**Memory Work:** "The First Snow-Fall," page 191.

Boys — "What to Drink," page 223.

Girls — "Where to Drink," page 225.

Stanza on page 248.

**Oral Language:** Continue work as described for third period. Give considerable attention to "Dictionary Work." Show the difference between *and*, *but*, etc., when used as connective words, and when misused to introduce expression of thought.

**Written Language:** Give attention to all written exercises as planned. Give drills this period on the various uses of the apostrophe — in possessives, contractions (verbs with "not," pronoun with verb).

**Notebook Work:** A set of twenty test sentences on various uses of the apostrophe.

Story of Mr. Moffat's Life, page 199.

Story of Gideon, page 221.

Letter, page 245.

Write from memory one poem memorized.

## SPELLING — GRADE ONE

## Steps in Teaching the Lessons for First Grade Spelling

1. Use a part of one 10-minute reading period each day, for *teaching* spelling. Continue oral blend work, building "word families" with "Phonetic Builder," visualization exercises, sight word drills, ear training drills, etc., of previous periods.

2. From the basic element and necessary phonograms, build the words of the day's lesson on the blackboard, allowing pupils to suggest the list as far as possible.

3. Give a "flash spelling" drill.

4. Give an oral spelling drill, including words in previous lessons.

5. Let pupils copy the list for seat work, or write it from memory. Let them write original sentences, using these and any other known words.

6. When a pupil can write at least ten words from memory or use four or five of the words in original sentences, he may be rewarded for his industry by being allowed to reproduce these on the blackboard.

7. Give ten selected words for daily written spelling in spelling notebook, this exercise to be at the general written spelling period.

8. In giving the words, pronounce them phonetically, requiring pupils to respond aloud in concert; as, "l-and, land."

9. Every fifth lesson is a review given in the form of sentences. Correct use of capitals and punctuation marks is a part of this exercise, and no pupil has a perfect lesson who neglects these points.

10. When giving sentences, require the class to repeat the sentence in concert before beginning to write. Number the sentences in order.

11. Remember that the only true spelling test is found in the pupil's ability to spell the word correctly when desiring to use it to express thought in writing. Work to this end.

#### Daily Lessons

Use all words for oral drills, ten only for written exercises.

Lesson 1. *It* — sit, bit, hit, fit, mit, pit, sits, hits, pits, bits, fits, mits.

Lesson 2. *All* — call, ball, fall, tall, hall, wall, small, calls, balls, falls, halls, walls.

Lesson 3. *Let* (l-et) — net, pet, get, met, wet, set, fret, lets, sets, nets, pets, gets, bets, frets.

Lesson 4. *Is* — his; *as* — has; *and* — land, sand, band, hand, lands, sands, bands, hands.

Lesson 5. 1. The sand is in my hand.

2. Is it wet?

3. Do not fret.

4. Let me sit in the hall.

5. The ball is small.

Lesson 6. *Day* (d-ay) — say, lay, gay, may, nay, ray, way, stay, play, pray, tray, gray, dray, days, lays, rays, ways, stays, plays, prays, trays, drays.

Lesson 7. *Well* (w-ell) — tell, sell, fell, bell, Nell, swell, wells, tells, bells, swells.

Lesson 8. *Eat* — heat, meat, neat, seat, cleat, treat, eats, heats, seats, cleats, treats.

- Lesson 9. *No* (n-o)— so, go, fro.  
*Red* (r-ed)— led, bed, fed, Fred, sled, Ned, Ted, beds, sleds.
- Lesson 10. 1. May Nell stay and play?  
 2. The ball is gray.  
 3. Fred has a red sled.  
 4. Let Ted go to bed.  
 5. I do not eat meat.
- Lesson 11. *Nest* (n-est)— rest, west, best, vest, test, jest, lest, chest, pest, nests, rests, vests, rested, tested, jested; *was*.
- Lesson 12. *Oat*— boat, coat, goat, float, boats, coats, goats, floats.  
*Ox*— box, fox, oxen.
- Lesson 13. *Ill*— bill, fill, hill, kill, mill, pill, rill, till, will, hills, fills, bills, kills, mills, pills, rills, wills, still; *have*.
- Lesson 14. *Ear*— h-ear, fear, tear, dear, near, rear, year, ears, hears, fears, tears, dears, years.
- Lesson 15. 1. May let the nest fall.  
 2. The sand is in the box.  
 3. Will has a boat and a sled.  
 4. Is Nell ill?  
 5. Be still and Fred will hear.
- Lesson 16. *Up*— cup, sup, cups, sups; *nut*— but, rut.  
*Run* (r-un)— sun, bun, fun, nun, gun, runs, nuns, guns.
- Lesson 17. *My* (m-y)— by, sky, fry, try, cry, fly, spy, thy, sly, why.
- Lesson 18. *Sing* (s-ing)— ring, king, wing, thing, bring, sling, swing, string, rings, sings, kings, wings, things, brings, swings, strings.
- Lesson 19. *Look* (l-ook)— book, cook, hook, nook, rook, took, brook, looks, books, cooks, hooks, nooks, rooks, brooks.
- Lesson 20. 1. Look at my book!  
 2. Run and get me the nut.  
 3. The string is on the hook.  
 4. The sun is up in the sky.  
 5. Why will Nell cry?
- Lesson 21. *On*— p-on-d, fond, bond.  
*See*— see-d, seeds, sees, seen, seem, seems, seek, seeks.

- Lesson 22. *Ail* — b-ail, fail, hail, mail, nail, pail, rail, sail, tail, vail, wail, trail, frail, jail, hails, nails, pails, sails, tails, fails, jails.
- Lesson 23. *Tree* (tr-ee)— trees, free, three, bee, bees, need, feed, deed, heed, green, keep, deep, peep, sleep, sleeps, peeps, keeps, feet, meet, tweet, sweet, chee, cheek, cheeks.
- Lesson 24. *Light* (l-ight)— night, sight, right, fight, tight, bright, lights, nights, fights, sights.
- Lesson 25. 1. Is it light in the night?  
2. The nest is in the tree.  
3. Sail the boat on the pond.  
4. The seed is in the sand.  
5. Sleep sweet all night.
- Lesson 26. *Make* (m-ake)— take, rake, bake, cake, spake, flake, makes, takes, rakes, bakes, cakes.
- Lesson 27. *Grow* (g-row)— flow, snow, blow, glow, throw, snows, flows, grows, blows, glows, throws, own, flown, grown, thrown.
- Lesson 28. *Save* (s-ave)— wave, brave, slave.
- Lesson 29. *Do* — to; *song* (s-ong)— long, wrong, strong, songs.
- Lesson 30. 1. Will the cook bake a cake?  
2. See it snow and hail!  
3. Sing a sweet song to me.  
4. Will the seeds grow?  
5. The seed swells day and night.

For period test, see "Summary" given at close of work planned for sixth period, page 77.

#### SPELLING — GRADE TWO

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 17 to 20.

#### SPELLING — GRADE THREE

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 41 to 44.

#### SPELLING — GRADE FOUR

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 65 to 68.

**CONSTRUCTIVE NUMBERS — GRADES ONE AND TWO**

Study and use of Latshaw patented quarter-inch ruler. Use of pound and ounce;  $\frac{1}{2}$  pound equals 8 ounces;  $\frac{1}{4}$  pound equals 4 ounces. Reading and writing numbers to 100; counting by 3's to 12; number coming just before and just after any number. Drill upon giving one more and one less than any number; number coming between any two numbers; counting by 2's to 50; place value of figures in units and tens; counting by 10's; fractions one half and one fourth. Study combinations that make 10.

From quarter-inch ruler, teach that four quarters are one; two quarters are the same as one half; three quarters and one quarter are one; etc.

**Construction:** Mat weaving with quarter-inch strips; designs on quarter-inch squared paper; making animal booklets.

**Suggestive Test Problems to Be Worked Out Objectively  
by Second Grade Pupils**

1. Write the number scale to 100.
2. Draw an oblong  $3\frac{1}{4}$  inches long and  $\frac{3}{4}$  of an inch wide.
3. Draw an oblong 4 inches long and 2 inches wide. How many square inches will cover it?
4. Draw a one-inch square.
5. Draw a two-inch square. What part of the second is the first?
6. Which is larger, a two-inch square or 2 square inches? Show by drawings or paper folding.
7. Which is larger, a two-inch square or an oblong 4 inches long and 1 inch wide? Show by drawings.
8. If you drink a pint of milk a day, how many quarts do you drink in a week?
9. What part of 20 cents is a nickel?
10. Frank had a measuring line 11 feet long; he cut it into two equal parts; how long was each part?
11. How many ounces in 1 pound? How many square inches on a four-inch square of paper?
12. A pound of butter costs 24 cents; how much will  $\frac{1}{4}$  of a pound cost? What will  $\frac{3}{4}$  cost?
13. May had 16 chickens in a yard;  $\frac{3}{4}$  of them got out; how many got out?
14. We had 2 quarts of milk and bought 1 pint more; how many pints did we have?



15. How much less than a dime is 7 cents?
16. How much more than a dime is 12 cents?
17. How many dimes in a dollar? In 80 cents? In 30 cents?

18. Add and write answers to:  $12 \ 32 \ 25 \ 47 \ 28 \ 24 \ 33 \ 34$   
 $\quad \quad \quad \underline{2} \ \underline{3} \ \underline{5} \ \underline{2} \ \underline{2} \ \underline{2} \ \underline{3} \ \underline{4}$

19. My mother had a dozen apples; she used  $\frac{1}{4}$  of them to make pies; she gave  $\frac{1}{4}$  of them to the children; how many did she have left?

20. One pencil costs 2 cents; what will  $\frac{1}{4}$  of a dozen pencils cost?

21. James can walk 10 miles in 5 hours; how far does he walk in one hour?

22. An oblong has 5 square inches in it; it is 4 inches long; how wide is it?

23. Two numbers together make 10; one of the numbers is 5; what is the other?

24. Give 5 apples equally to 4 boys; what will each boy get?

25. Write answers to:

$$\begin{array}{r} 4 \quad 10 \quad 10 \quad 7 \quad 8 \quad 10 \quad 10 \quad 5 \quad 4 \quad 6 \\ +6 \quad -2 \quad -4 \quad +3 \quad +2 \quad \times 3 \quad \times 7 \quad \times 5 \quad \times 4 \quad \times 2 \\ \hline \end{array}$$

26. Write answers to:

$$\begin{array}{l} 2)14 \quad 5)25 \quad 10)80 \quad \frac{1}{4} \text{ of } 16 = \quad \frac{1}{4} \text{ of } 12 = \\ 4)20 \quad 10)100 \quad 6)36 \quad 12)24 \quad 6)12 \end{array}$$

27. I have 10 apples; in how many different ways can I arrange them in two groups?

28. If I buy  $\frac{1}{2}$  of a pound of nuts, how many ounces do I buy?

29. Julia bought a pound of cherries; she ate 4 ounces; what part of a pound did she eat?

**MANUAL ARTS — SEWING — GRADES THREE AND FOUR**

**Textbook:** "Elementary Sewing," Part One.

**Assignment:** Pages 15 to 26. Pages 25 and 26 are optional. See also suggestions for third period. Continue notebooks.

**For the Teacher:** "Teachers' Manual" for elementary sewing.

**ARITHMETIC — GRADE THREE****Textbook:** Stone-Millis "Primary Arithmetic."**Assignment:** Pages 100 to 116.**ARITHMETIC — GRADE FOUR****Textbook:** Stone-Millis "Primary Arithmetic."**Assignment:** Pages 201 to 221.**For the Teacher:** "Arithmetic Manual," pages 12 to 14.**Fifth Period****BIBLE — GRADES ONE AND TWO****Subject:** The Gospel to All the World.**First Week**

1. Early life and conversion of Saul. Text, Acts 9: 1-18.  
Memory verse, Acts 9: 6, first part.

2. Paul and the jailer. Text, Acts 16: 19-40. Memory verses, Acts 16: 30, 31.

3. Paul at Athens. Text, Acts 17: 16-34.

4. Shipwreck of Paul. Text, Acts 27: 1-44.

5. Nature and home geography.

**Second Week**

1. Review.

2. The Dark Ages.

3. Story of Wycliffe and our English Bible.

4 and 5. Review; or nature and home geography.

**Third Week**

1. The Bible Society and its work.

2. Adoniram Judson, missionary to Asia.

3. John G. Paton, missionary to the brown race.

4 and 5. Review; or nature and home geography.

**Fourth Week**

1. God's last message.

2. Elder and Mrs. James White, leaders in the work of the last message. Story of the first Seventh-day Adventist paper.

3. Uriah Smith, our pioneer editor.

4. Our educational and medical missionary work.
5. Nature and home geography.

**Fifth Week**

1. J. N. Andrews, our first foreign missionary.
2. Our work in Europe.
3. Our work in Asia.
- 4 and 5. Review; or nature and home geography.

**Sixth Week**

Review. Call upon the children to tell the stories they like best.

**BIBLE — GRADE THREE**

Review the work of the second period, following the suggestions given in the fourth period. See pages 30 and 49.

Written compositions for this period: The Story of Abraham, The Story of Isaac, The Story of Job.

**BIBLE — GRADE FOUR**

**Textbook:** "Bible Lessons," Book One.

**Assignment:** Pages 190 to 247.

Chapter 9 completed. Lesson 98 may be omitted. Follow the instruction given in "Bible Lesson Manual," pages 65 to 74.

**NATURE AND GARDENING — GRADES ONE TO FOUR**

Grades one to four recite together once or twice a week.

Give eight or ten lessons selected from educational bulletins, Nos. 17, 20, 23, March and April sections.

**Birds:** Begin a spring bird calendar. Note dates when birds are first seen. Put their pictures in the bird album. Observe their nest building activities.

**Weather:** Continue the weather calendar. Note the direction of prevailing winds and the results. Which bring rain? Which are cold winds?

**Gardens:** Begin to plan for spring gardens at home and at school. Perform experiments before the children, showing that plants need light, food, drink, sleep. Let third and fourth grade pupils write up descriptions of experiments for language work.

**Trees:** Watch for the bursting buds. Order in which they put forth leaves. Matt. 24: 32, 33.

**Poem:** "March," sixth reader, page 150.

#### NATURE — GRADE FOUR

**Textbook:** "Bible Nature Series," Number One.

**Assignment:** Chapter 9, "Air Animals." This chapter is reserved for the spring because at this time the birds are returning from their winter's absence, and are therefore of special interest. Study birds with the children and the birds. Let grades one, two, and three go with grade four when you take them out to observe the birds. "Poor Robin," in third reader, page 152, is a good poem in this connection.

This class recites the same days as Bible, grades one and two. On the other days of the week, it joins in the general nature class for grades one to four.

#### READING AND LANGUAGE — GRADE ONE

**Textbook:** "True Education Reader," Book One.

**Assignment:** Pages 127 to 164, an average of a little more than one page a day.

**Written Language:** Continue work as in fourth period. Frequently give such exercises as are found on page 137 of the reader; also exercises like the following:

1. Completing sentences: 1. I see ——.
2. —— a red apple.
2. Original sentences using given verb forms; see, saw, have seen, etc.
3. Writing original asking sentences, telling sentences, or exclaiming sentences.
4. Changing given telling sentences to asking sentences.
5. Changing given asking sentences to telling sentences.

#### READING AND LANGUAGE — GRADE TWO

**Textbook:** "True Education Reader," Book Two.

**Assignment:** Pages 164 to 217. Continue the drills.

**Memory Work:** "A Lesson from the Oak," page 173. One chosen from the following:

- "The Rhyme of the House," page 175;
- "The Little Sewing Class," page 179;
- "The Robin's Temperance Song," page 183;
- "A Lesson of Mercy," page 205.

**Language:** Continue oral story-telling and oral drills. Continue written stories, one a week.

*Punctuation:* Teach the use of the comma before and after each quotation, unless the quotation ends the sentence, or unless it is a question. Observe illustrations of this use of the comma in lessons on pages 168, 189, 191, 201, 205, 208, 211. Teach the use of the comma in a series. Observe this use of the comma on pages 170, 181, 186, and 216, also in back lessons, pages 50, 78, 86, 100, 133, 148.

*Capitals:* Review those previously given. Observe their use in the reading lessons.

*Homonyms:* Teach the following homonyms in connection with the lessons where they occur:

Page 164: wee, we; oar, o'er; pair, pear; too, to, two.

Page 168: maid, made.

Page 172: deer, dear.

Pages 173, 190: boughs, bows.

Page 179: steel, steal; sew, so.

Page 180: not, knot; seam, seem.

Page 186: peace, piece.

*Verb Forms:* Give exercises — oral and written — on the correct use of the following verb forms in connection with the reading lesson in which they occur:

Page 165: give, gave, have given.

Page 169: lie, lay, have lain (meaning to rest).

Pages 172, 216: grow, grew, have grown.

Page 178: catch, caught, have caught.

Page 182: drink, drank, have drunk.

Page 183: sing, sang, have sung.

Page 185: build, built, have built.

Page 188: buy, bought, have bought.

Page 189: choose, chose, have chosen.

Page 194: think, thought, have thought.

Page 196: teach, taught, have taught.

Page 201: find, found, have found.

Page 213: tear, tore, have torn.

### READING AND LANGUAGE — GRADE THREE

**Textbook:** "True Education Reader," Book Three.

**Assignment:** Pages 200 to 252.

**Memory Work:** "A Lovely Picture," page 227;

"Anywhere with Jesus," page 238.

**Written Language:** Give careful attention to all written exercises, not only from the reader, but from all written work in all classes. Teach the pupil to correct his own mistakes in spelling, capitals, punctuation, etc. Accept no slovenly work. Give drill on letter writing; see pages 209-212.

The only additional use of capitals introduced this period is in the words "Bible" and "Scriptures."

### To Be Preserved in the Notebook

1. Written exercise, page 203 or page 252.
2. Written exercise, page 209 or page 230.
3. The story called for on page 243.
4. Written exercise on page 206.

### READING AND LANGUAGE—GRADE FOUR

**Textbook:** "True Education Reader," Book Four.

**Assignment:** Pages 250 to 300.

**Memory Work:** "The Family," page 264,  
 "Daisies," page 265,  
 "Ready for Duty," page 289, or  
 "The Blessing of a Song," page 299.

**Written Language:** Drill on the use of the apostrophe; the comma in series.

**Preserve in Notebook:** Written exercises on pages 256, 271, 278, 298.

Omit "Sentence Study," page 260; "Word Study" and "Written Work," pages 274, 281, 286, 291, and 300.

### SPELLING—GRADE ONE

#### Daily Lessons

Lesson 1. *Rid* (r-id)—hid, lid, bid.

*Ride* (r-ide)—hide, side, tide, wide.

Lesson 2. *Mad* (m-ad)—fad, lad, sad, tad, had, bad, dad, pad, glad.

*Made* (m-ade)—fade, lade, wade, trade, spade, shade, fades, wades, spades, trades.

Lesson 3. *Am*—S-am, ram, ham, slam, tram, cram.

*Same* (s-ame)—came, name, tame, lame, fame, frame, flame, shame.

Lesson 4. *If*—l-if-t, sift, drift, lifts, sifts, drifts.

*Life* (l-ife)—wife, strife.

- Lesson 5. 1. May took a ride.  
 2. Sam made a frame.  
 3. The lad hid the ball.  
 4. Fred is lame and sad.  
 5. Look on the book if you will.
- Lesson 6. *At* — b-at, cat, fat, hat, mat, Nat, pat, rat, sat, tat, vat, slat, that, bats, cats, hats, mats, pats, rats, tats, vats, slats.  
*Ate* — f-ate, late, date, dates, plates, Kate.
- Lesson 7. *Him* (h-im)— rim, trim, skim, slim, brim, grim.  
*Lime* (l-ime)— time, slime.
- Lesson 8. *In* — s-in, pin, din, bin, tin, fin, win, twin, sins, pins, bins, fins, wins, twins, wind.  
*Vine* (v-ine)— mine, wine, dine, line, fine, pine, thine.
- Lesson 9. *An* — c-an, fan, man, pan, ran, tan, van, plan, bran, fans, pans, vans, plans, clans.  
*Mane* (m-ane)— plane, cane, pane.
- Lesson 10. 1. Can Nell tat well?  
 2. The lad ate a cake.  
 3. I took it to him.  
 4. Fred has a fine bat.  
 5. Hear the wind blow!
- Lesson 11. *Or* — f-or, nor, north, short.  
*Me* (m-e)— be, he, we.  
*You* — you-r, yours.
- Lesson 12. *Ice* — m-ice, nice, twice.  
*Ship* (sh-ip)— trip, lip, rip, dip, hip, nip, sip, tip, whip, strip.
- Lesson 13. *Now* (n-ow)— how, bow, cow, cows, bows.  
*Owl* — owl-s, fowl, fowls.  
*Town* — cl-own, frown, brown, crown, drown, towns, clowns, frowns, crowns, drowns.  
*Milk* (m-ilk)— silk.
- Lesson 14. *Ink* — p-ink, sink, wink, link, mink, rink, think, drink, brink, sinks, winks, thinks, drinks; *put*.
- Lesson 15. 1. Is it for me or for you?  
 2. I think your ink is red.  
 3. Is the owl a fowl?  
 4. Mice play in the ship.  
 5. The ship has a brown sail.

- Lesson 16. *Out* (ou-t)—stout, trout, shout.  
*Fish* (f-ish)—dish, wish.
- Lesson 17. *She* (sh-e)—sham, shade, shun, ship, shut, shout,  
 shine, shame.  
*Hush* (h-ush)—flush, brush, crush, mush, rush.
- Lesson 18. *Ever*—ever-y, forever; *over*—R-over; *come*—  
 some.
- Lesson 19. *Any*—m-any.  
*Other*—m-other, brother, another, smother.
- Lesson 20. 1. A fish is in the dish.  
 2. Did the trout get out?  
 3. I see many fish.  
 4. Will my brother ever come?  
 5. Every day I look for him.
- Lesson 21. *Ten* (t-en)—pen, den, men, Ben.  
*End*—s-end, bend, mend, lend, tend.  
*Went* (w-ent)—bent, sent, lent, tent, spent.
- Lesson 22. *Old*—h-old, fold, bold, cold, sold, mold, told, gold,  
 golden.  
*Are*.
- Lesson 23. *Ant*—ant-s, plant, plants, planted.  
*Our*—s-our, flour, ours, sours.
- Lesson 24. *Us*—m-us-t, rust, crust, trust, just, dust.  
*Moon* (m-oon)—soon, noon.
- Lesson 25. 1. Ten men went on the boat.  
 2. The plant grows well.  
 3. Can you hold it in your hand?  
 4. The moon shines at night.  
 5. Let us eat at noon.
- Lesson 26. *Chick* (ch-ick)—Dick, pick, kick, lick, nick, sick,  
 stiek, prick, tick, wick, click, trick, brick, slick,  
 wicked.  
*Duck* (d-uck)—cluck, truck, suck, tuck, muck,  
 buck, ducks, clucks, trucks.
- Lesson 27. *Arm*—h-arm, farm, charm, arms, harms, farms.  
*Saw* (s-aw)—raw, paw, law, flaw, paws, laws,  
 flaws.
- Lesson 28. *Sound* (s-ound)—round, found, bound, ground.  
*Find* (f-ind)—kind, bind, blind, unkind.
- Lesson 29. *Not* (n-ot)—blot, spot, trot, hot, dot, cot, got.  
*Star* (st-ar)—far, car, mar, hard, card, lard, harp,  
 stars, cars, mars, cards, harps.



- Lesson 30. 1. The duck swims in the pond.  
2. The chick clucks and clucks.  
3. Dick saw the nest.  
4. The stars shine at night.  
5. The lad has no right arm.

For period test, see "Summary" given at close of work planned for sixth period, page 77.

**SPELLING — GRADE TWO**

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 21 to 24.

**SPELLING — GRADE THREE**

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 45 to 48.

**SPELLING — GRADE FOUR**

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 69 to 72.

**CONSTRUCTIVE NUMBERS — GRADES ONE AND TWO**

Work of previous periods continued. Thought problems worked out objectively. Reading numbers to 190 from pages in reader. Writing numbers to 100, place value of figures in units, tens, and hundreds.

**Suggestive Test Problems to Be Worked Out Objectively  
by Second Grade Pupils**

1. What two numbers will make 10?
2. What two numbers will make 12?
3. Solve by means of lentils, tablets, or splints:  
     $\frac{3}{4}$  of 12 is what part of 18?  
     $\frac{1}{2}$  of 14 is what part of 21?  
    21 is  $\frac{3}{4}$  of what number?  
    15 is what part of 20?  
    8 is what part of 16?  
    What is  $\frac{3}{4}$  of 24?  
    What is  $\frac{3}{4}$  of 20?
4. Draw a line 4 inches long.
5. Draw a line 8 inches long. Show  $\frac{3}{4}$  of it with the ruler.

6. Cut out an oblong of paper 4 inches long and 3 inches wide. Show  $\frac{1}{4}$  of it by folding.
7. Draw a line 2 inches long.
8. Draw a line  $1\frac{1}{2}$  inches long.
9. Draw an oblong 3 inches by 5 inches.
10. Fold a four-inch square of paper so as to show  $\frac{3}{4}$  of it.
11. From a four-inch square of paper, cut a two-inch square. Show  $\frac{1}{2}$  of the four-inch square.
12. Which is larger, a three-inch square or 3 square inches? Show by drawing.
13. Draw a one-inch square; 1 square inch; compare size.
14. I have 8 pencils in my hand and  $\frac{1}{2}$  as many in my box; how many have I all together?
15. After spending  $\frac{1}{2}$  of my money, I had  $1\frac{1}{2}$  dollars left; how much did I have at first?
16. Mary read 4 pages in her reader each day for 5 days; how many pages did she read?
17. I am 12 years old; how old was I 5 years ago? How old will I be in 2 years?
18. How many school days are there in 2 weeks?
19. How far around the clock face will 9 five-minute spaces be?
20. An oblong has 28 square inches; it is 7 inches long; how wide is it? Show by drawing.
21. I had 12 cents, and spent 8 cents; what part of my money did I have left?
22. James sells  $\frac{1}{2}$  of 16 papers, John sells  $\frac{1}{4}$  of 20 papers, and Harry sells  $\frac{3}{4}$  of 12 papers; which boy sells the most?
23. If 6 oranges cost 10 cents, how many can you buy for 20 cents?
24. If I give  $\frac{1}{2}$  of an orange to each boy, how many do I give to 10 boys?
25. I have 4 brothers and 3 sisters; how many children are there in the family?
26. There are 4 rows of desks in the schoolroom, and 5 children sitting in each row; how many children are there in the room?
27. If 8 cookies cost a dime, what will 4 cost?
28. A boy had 5 oranges; he ate  $1\frac{1}{2}$ ; how many did he have left?
29. Mary earned 18 cents in 3 weeks; how much did she earn in 2 weeks?

30. There were 10 rolls on the plate before supper, and only 2 after supper; how many were eaten?
31. If each person ate 2 rolls, how many persons were at the table?
32. How many inches in  $1\frac{1}{2}$  feet?
33. What will 3 quarts of milk cost at 3 cents a pint?
34. I brought 2 quarts of cream and used 1 pint; what part did I have left?
35. How many notebooks at 5 cents each can you buy for 40 cents?
36. Divide 2 pounds of nuts equally among 4 boys; how many ounces will each receive?
37. An ounce of sugar costs 1 cent; what will half a pound cost?
38. If 3 oranges cost a dime, how much will half a dozen cost? A dozen?
39. A boy had 20 words to write in spelling; he missed 5; what part of the words did he miss?
40. There are 19 children in the class; 9 are girls; how many are boys?
41. If you should pay 25 cents for a book and 5 cents for a ruler, how much change should you receive from 50 cents? To how many dimes would your change be equal? How many nickels?
42. Mary had 12 words to learn; she missed 3; what part of them did she learn?
43. A boy earns one dollar; how much will he have left after he pays his tithe?
44. How many magazines can he buy with this money if he pays 10 cents for each magazine?

**MANUAL ARTS — SEWING — GRADES THREE AND FOUR**

**Textbook:** "Elementary Sewing," Part One.

**Assignment:** Pages 27 to 38. "Bodkin case," pages 28 and 29, and pages 36 to 38, are optional. See also suggestions for third period, page 47. Continue notebooks.

**For the Teacher:** "Teachers' Manual."

**ARITHMETIC — GRADE THREE**

**Textbook:** Stone-Millis "Primary Arithmetic."

**Assignment:** Pages 117 to 135.

**ARITHMETIC — GRADE FOUR****Textbook:** Stone-Millis "Primary Arithmetic."**Assignment:** Pages 222 to 243.**For the Teacher:** "Arithmetic Manual," pages 14 to 17.**Sixth Period****BIBLE — GRADES ONE TO FOUR****Subject:** The Second Advent of the Saviour.**First Week**

1. The time of trouble and the deliverance of God's people. Memory verse, Isa. 25: 9.
2. The first resurrection. Text, 1 Cor. 15: 35-38. Memory verse, Rev. 20: 6.
3. The journey to heaven and the hallelujah chorus.
- 4 and 5. Review; or nature and home geography.

**Second Week**

1. The thousand years on earth. Text, Rev. 20: 1-6; Isa. 24: 22.
2. The thousand years in heaven. Text, Rev. 20: 6. Memory verse, Dan. 12: 3.
3. Resurrection of the wicked. Memory verse, Rev. 20: 5, first part.
4. Events within and without the city. Text, Rev. 20: 7-15.
5. Nature and home geography.

**Third Week**

1. The final destruction of sin. Memory verse, 2 Peter 3: 10.
2. The new heaven and the new earth. Text, Rev. 21: 1; Isa. 35: 1, 2, 6-8; 66: 22, 23; 24: 23; 30: 26; 60: 17-22.
3. Plants and animals in the new earth. Text, Isa. 11: 6, 7, 9; 35: 1, 2, 9; 55: 12, 13; 65: 25.
- 4 and 5. Review; or nature and home geography.

**Fourth Week**

1. Man in the new earth. Text, Isa. 65: 17-24; 35: 5, 6, 10; 49: 10; Ezek. 34: 19-31; Rev. 21: 3, 4, 7, 24, 27.
2. The holy city. Memory verse, Rev. 22: 17.

3. Eternity with Jesus, God, and the holy angels. Memory verse, Rev. 22: 3, 4.

4 and 5. Review; or nature and home geography.

### **Fifth and Sixth Weeks**

Review of memory verses, and story reviews as most needed. Include some written stories with oral reproduction, especially in grade two.

### **BIBLE — GRADE THREE**

Review the work of the third period, page 39, following the suggestions given in the fourth period, page 49. If the work has been faithfully done during the year, the children will find the review questions on pages 136 to 139 a pleasure. They should be able to pass a good grade on this review. Continue the study of chapter topics.

**Written Compositions for This Period:** The Story of Jacob and The Story of Joseph. For further written work, let pupils write answers to questions selected from the lists on pages 136 to 139.

### **BIBLE — GRADE FOUR**

**Textbook:** McKibbin's "Bible Lessons," Book One.

**Assignment:** Chapter 10: "Joshua."

Follow instruction given in "Bible Lesson Manual," pages 74 to 79. Lessons 129 and 130 may be omitted. Lesson 127, on the geography of Palestine, is a reference lesson. Use it as needed in developing the maps in the following lessons. Do not assign lesson 128 for study. Instead, require only that the names of the tribes of Israel be placed on outline map No. 6, and drill on location. A dissected map greatly assists in teaching the location of the tribes.

### **NATURE — GRADES ONE TO FOUR**

Grades one to four recite together once or twice a week.

**For the Teacher:** Educational bulletins, Nos. 17, 20, 23, "April" and "May."

Continue the bird calendar. Begin a flower calendar. Correlate with school gardening this period. See outline, pages 80 to 82.

**NATURE — GRADE FOUR**

**Textbook:** "Bible Nature Series," Number One.

**Assignment:** Chapters 12 to 16: "The Sabbath," "The Fall of Man," "The Flood," "The Final Destruction," "The New Earth." These chapters will help in the general year's review of Bible.

This class recites the same days as Bible, grades one and two. On the other days of the week, it joins in the general nature class for grades one to four.

**READING AND LANGUAGE — GRADE ONE**

**Textbook:** "True Education Reader," Book One.

**Assignment:** Pages 165 to 190 and review.

**Written Language**

1. Continue observation work, sentence copying, etc., as planned for fourth and fifth periods. See pages 51 and 62.

2. Give frequent exercises like the ones in the reader, pages 168, 172, 180, 184, and 189, always preceding the writing of the exercise by oral recitation.

3. Change given telling sentences to asking sentences, orally first, then for seat work or blackboard work.

4. Changing sentences that speak of but one thing or person to sentences speaking of more than one.

5. Story writing from given suggestive words and phrases, using familiar thoughts from reading or Bible lesson.

6. Copying short stories from the blackboard, drawing pictures to illustrate.

7. Writing a series of sentences about a picture: What I see. Do I like the picture? What are the people or the animals doing? etc. If conversations are attempted, do not expect pupils to use quotation marks.

**READING AND LANGUAGE — GRADE TWO**

**Textbook:** "True Education Reader," Book Two.

**Assignment:** Pages 218 to 240 and review.

**Language:** Give review exercises on uses of punctuation marks, capitals, verb forms, and homonyms learned during the year. Continue oral and written story-telling.

**READING AND LANGUAGE — GRADE THREE**

**Textbook:** "True Education Reader," Book Three.

**Assignment:** Pages 252 to 292.

Continue phonic and other pronunciation drills. Review diacritical markings. In reading, work for intelligent expression and freedom from the book.

**Memory Work**

"A Sure Refuge," page 280 — class work.

"The Second Coming of Christ," page 282, *or*

"The Home of the Redeemed," page 288, for class work.

"God's Great Plan," page 290.

"The Sun," page 287.

Review the memory work of the year until each pupil can reach the following standard:

For a grade of 95 to 100 — a minimum of 200 lines.

For a grade of 85 to 95 — a minimum of 150 lines.

For a grade of 75 to 85 — a minimum of 100 lines.

This standard requires that the selections be rendered with good expression and pronunciation and without hesitation on the part of the pupil or prompting on the part of the teacher.

**Written Language:** Follow closely the language exercises accompanying the reading, giving careful attention to sentence work on the use of words. Get the most possible out of this written work by requiring the pupil to correct his own work, the teacher merely calling attention to the fact that there is an error in the use of capitals, punctuation, spelling, etc., in a certain line or paragraph.

By giving sentence drills on the blackboard, review all the instruction given during the year on the use of capitals and punctuation marks.

**To Be Preserved in Notebook**

1. One set of sentences on the use of words.
2. Story of Paul and the jailer, page 260.
3. Story of Wycliffe, page 269.
4. Story of William Miller, page 278, giving paragraph outline first.
5. "A Language Lesson," page 287, writing it in the form of poetry.

## READING AND LANGUAGE — GRADE FOUR

**Textbook:** "True Education Reader," Book Four.

**Assignment:** Pages 301 to 345. Review diacritical marks for vowels and consonants. In oral reading, work for intelligent expression and freedom from the book.

**Memory Work:** "Good-By," page 344. Review the memory work of the year, using the same grading rate as given for third grade. Remember that mere parrot recitation of memorized selections does not count, and pupils must be able to recite without being prompted.

**Language:** Omit "Written Exercise," pages 336, 340, 343. Review work in capitalization, punctuation, and composition. Give special drill on the use of quotation marks.

Teach pupils how to make paragraph outlines for compositions, choosing any four of the following topics:

- |                        |                              |
|------------------------|------------------------------|
| 1. Wisdom of Solomon.  | 4. Franklin and Electricity. |
| 2. Belshazzar's Feast. | 5. The King of Birds.        |
| 3. Haman and Mordecai. | 6. The Beaver.               |

Precede the written compositions on the above with oral composition work. Preserve in notebooks two of the compositions, with their paragraph outlines.

## SPELLING — GRADE ONE

**The Alphabet:** During this period, the alphabet should be learned in order, capitals and small letters in both print and script. Use "Dissected Alphabet" for seat work.

*Seat Work Exercises:* Arrange alphabetically (considering initial letters only) word cards, phonogram cards, words of the reading lesson, any given list of words.

*Oral Drills:* What letter comes first — *m* or *p*? *t* or *s*? *f* or *j*? etc.

What letter comes just after *x*? *r*? *d*? *h*? etc.

What letter comes just before *f*? *l*? *c*? *q*? etc.

Name the first three letters after *r*; before *k*; etc.

Learn this letter rhyme:

A, B, C, D, E, F, G,  
H, I, J, K, L, M, N, O, P,  
Q, R, S, T, U, V,  
W, X, Y, Z,

And don't you see

That I have learned my A, B, C?



Daily Lessons

- Lesson 1. *White* (wh-ite)—when, wheat, why, what, where (there, here).
- Lesson 2. *Black* (bl-ack)—back, lack, track, stack.
- Lesson 3. *Too*—too-l, cool, fool, foolish, tools, food, root.
- Lesson 4. *Ark*—d-ark, lark, hark, mark, park, spark, arks, larks, harks, marks, parks, sparks.
- Lesson 5. 1. Hark! Do you hear the lark sing?  
 2. I see a black hen.  
 3. I see a white hen, too.  
 4. What is that in the dark?  
 5. My tools are in the box.
- Lesson 6. Asleep, awake, away, along, aloud, around, about, alive; *dog*.
- Lesson 7. *Love* (l-ove)—dove, shove, loves, doves, loved, above, lovely, nearly, brightly, sweetly.
- Lesson 8. *Older* (old-er)—eater, planter, smaller, brighter, lighter, fighter, fisher, colder.  
*Her*—herb; *flows*.
- Lesson 9. Doing, seeing, lighting, ailing, falling, calling, telling, eating, saying, being, bowing, landing, sinking, feeding, thinking, tending, singing, nailing, standing, sleeping, growing, blowing, snowing, flowing.
- Lesson 10. 1. God loves us all.  
 2. Is He asleep in the dark?  
 3. A lark is smaller than a hen.  
 4. What is May doing?  
 5. She is feeding the chicks.
- Lesson 11. *Boxes* (box-es)—foxes, fishes, dishes, wishes.  
*Who*—who-se, whom.
- Lesson 12. *Each*—t-each, teacher, teaches, teaching, reach, reaches, reaching, peach, peaches, preach, preaches, preaching, preacher, beach, beaches.
- Lesson 13. *Rain* (r-ain)—gain, pain, vain, train, grain, raining.
- Lesson 14. *Grass*—glass, class, brass, pass, mass, bass.
- Lesson 15. 1. My teacher teaches each of us.  
 2. See my fine red peach!  
 3. The green grass grows here.  
 4. It is raining on the grain.  
 5. Whose boxes are here?

- Lesson 16. *Queen* (qu-ee-n)—queer, quack, quick, queens, quacks, quickly.
- Lesson 17. This, that, these, those, them, they, their.
- Lesson 18. Little, big, leaf; review.
- Lesson 19. Bud, fruit, leaves; review.
- Lesson 20. 1. This is the queen bee.  
2. Here and there is fruit.  
3. I have a bud and a leaf.  
4. Swim away quickly, little ducks.  
5. They are very queer.
- Lesson 21. Boy, girl, apple, give; review.
- Lesson 22. One, two, to, too; review.
- Lesson 23. Four, five, six, pretty; review.
- Lesson 24. Full, water, sea, see; review.
- Lesson 25. 1. Two boys went to sea.  
2. Two girls went, too.  
3. I see four little girls.  
4. I see five big boys.  
5. One boy has six boats.
- Lesson 26. Does, air, bird; review.
- Lesson 27. Angel, first, good; review.
- Lesson 28. Father, says, baby; review.
- Lesson 29. With, yellow, blue (true; hue, cue); review.
- Lesson 30. 1. The angel is good.  
2. God made water and air.  
3. My father loves our baby.  
4. The sky is deep blue.  
5. I am going with my teacher.

### Supplementary Test Words

Children delight to handle large words, yet these supplementary words are not a required part of the work. They may be used for special work by the brighter pupils or classes. Whenever they are used, help the children to see that each word is made up of two phonograms or short words already learned. The only new difficulty presented is the *length* of the word.

into	indeed	forest	another	something
unto	upright	forget	sunshine	handsome
upon	behold	inside	fruitful	become
to-day	forgive	outside	bowwow	became
to-night	forgave	without	anything	snowflake

**Summary of One Hundred Stock Words Required of Grade One**

*Fourth Period*

- |                    |                      |              |
|--------------------|----------------------|--------------|
| 1. it, all, is, as | 9. ear, hear         | 16. ail, see |
| 2. let, get        | 10. met              | 17. tree     |
| 3. eat, and        | 11. run, ill         | 18. green    |
| 4. well, day       | 12. my, by, sky, fly | 19. light    |
| 5. no, go, on, ox  | 13. sing             | 20. grow     |
| 6. nest            | 14. look             | 21. save     |
| 7. was             | 15. seed             | 22. song     |
| 8. boat, red       |                      |              |

*Fifth Period*

- |                    |              |              |
|--------------------|--------------|--------------|
| 23. ride           | 35. make     | 47. are      |
| 24. made           | 36. you      | 48. ant      |
| 25. if, at, do, so | 37. put      | 49. our      |
| 26. ate            | 38. out      | 50. us, up   |
| 27. him, swim      | 39. fish     | 51. morn     |
| 28. wind           | 40. ever     | 52. chick    |
| 29. in, an, am     | 41. over     | 53. duck     |
| 30. ice, can       | 42. come     | 54. arm, not |
| 31. me             | 43. any, she | 55. saw      |
| 32. owl            | 44. other    | 56. sound    |
| 33. milk           | 45. ten, end | 57. star     |
| 34. cow            | 46. old, hen |              |

*Sixth Period*

- |            |                 |                     |
|------------|-----------------|---------------------|
| 58. white  | 73. this        | 87. give            |
| 59. black  | 74. that        | 88. two             |
| 60. good   | 75. their       | 89. to              |
| 61. why    | 76. there       | 90. too             |
| 62. food   | 77. where       | 91. four, five, six |
| 63. ark    | 78. here (hear) | 92. sea (see)       |
| 64. dog    | 79. little      | 93. water           |
| 65. love   | 80. bud         | 94. air             |
| 66. who    | 81. fruit       | 95. angel           |
| 67. herb   | 82. leaf        | 96. father          |
| 68. her    | 83. leaves      | 97. baby            |
| 69. flower | 84. boy, one    | 98. with            |
| 70. each   | 85. girl        | 99. blue, yellow    |
| 71. rain   | 86. apple       | 100. them, they     |
| 72. grass  |                 |                     |

**Period Tests**

*Fourth Period:* Select 20 words from the first 22 and deduct 5 per cent for each word misspelled.

*Fifth Period:* Select 35 words from those listed under this period and deduct 3 per cent for each word misspelled.

*Sixth Period:* Select 40 words from those here listed and deduct 2½ per cent for each word misspelled.

In each test, only one word under each number is to be selected.

**Yearly Tests**

The pupil should be able to spell 100 words from the above list.

Or, give 125 words from the summary list, and take off ¼ per cent for each word misspelled.

**SPELLING — GRADE TWO**

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 25 to 28.

**SPELLING — GRADE THREE**

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 49 to 52.

**SPELLING — GRADE FOUR**

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 73 to 76.

**CONSTRUCTIVE NUMBERS — GRADES ONE AND TWO**

In addition to other construction work, gardening provides excellent material for concrete number ideas. See gardening, pages 82 to 84.

**Typical Test Problems for Grade Two**

1. Draw a line  $\frac{1}{2}$  of a foot long (A).
2. Draw a line  $\frac{1}{3}$  as long as A (B).
3. Draw a line  $\frac{2}{3}$  of a foot long (C).
4. Compare A and C. B and C.
5. Draw a line  $\frac{1}{4}$  of a foot long (D). Compare A and D.
6. Draw a three-inch square (E). Show  $\frac{1}{3}$  of it.
7. Draw an oblong  $\frac{1}{3}$  of a foot long and  $\frac{1}{4}$  of a foot wide (F). Show  $\frac{1}{4}$  of it.

8. Compare E and F.
9. What is the perimeter of E? The area?
10. What is the perimeter of F? The area?
11. Draw an oblong 3 inches by 5 inches. What is its area?
12. Show  $\frac{1}{2}$  of it in the shape of a triangle. What is the area of the triangle?
13. Draw a two-inch square. Draw a figure twice as large. How long is it? How wide?
14. Draw an oblong 4 inches by  $2\frac{1}{2}$  inches. What is its area? Its perimeter?
15. Draw a figure  $\frac{1}{2}$  as large as in 14. What is its area? Its perimeter?
16. Draw an oblong 3 inches long and  $1\frac{1}{2}$  inches wide. What is its area?
17. Show  $\frac{2}{3}$  of it. What is the area of  $\frac{2}{3}$  of it? The perimeter?
18. Draw a six-inch square. What is its area?
19. Show  $\frac{1}{2}$  of  $\frac{1}{3}$  of it. What is its area?
20.  $\frac{2}{3}$  of 9 is  $\frac{1}{2}$  of what number?
21. There are 30 children in our school;  $\frac{2}{3}$  of them are girls; how many are boys?
22. What will  $1\frac{1}{4}$  gallons of molasses cost at 5 cents a quart?
23. There were 30 children in the spelling class; 20 of them missed no words; what part of the school missed words?
24.  $\frac{2}{3}$  of the children in our room are boys; what part are girls?
25. Draw a line 9 inches long. Trisect it.
26. Draw a line 12 inches long. Bisect it. Trisect each part.
27. One pencil costs 2 cents; what will  $\frac{1}{4}$  of a dozen cost?
28. My mother bought a gallon of milk, and used 3 quarts; what part of a gallon was left?
29. Count the squares on folded paper by 4's to 28.
30. Count the days of the week on the calendar by 7's to 28.
31. Count the stars on the flag by 8's to 48.
32. If you buy  $4\frac{1}{4}$  dozen bananas at 10 cents a dozen, how much change will you get from 50 cents?
33. James earned 21 cents, and spent  $\frac{2}{3}$  of it; how much did he have left?

34. 6 oranges cost 10 cents; how many can you get for 30 cents?

35. A coat and a pair of shoes together cost 12 dollars; the shoes cost 4 dollars; how much did the coat cost?

**MANUAL ARTS — GARDENING\* (WITH NATURE) —  
GRADES ONE TO FOUR**

**Textbook:** "Bible Nature Series," Number One.

**Assignment:** Chapter 6, "Plants," pages 111 to 158.

**Weather:** Observe the weather and continue the weather chart. Study the thermometer.

**Seeds and Seed Planting:** Observe and classify seeds: (a) common to locality; (b) fruit and nut seeds; (c) flower and vegetable seeds handled in work.

The depth to which seeds should be planted depends primarily upon the size of the seed, the amount of moisture present, and the texture of the soil. Seeds should never be planted in dry soil unless watered immediately and in sufficient quantity to cause the seeds not only to germinate, but to take root and grow. Directions for planting various seeds will be found on the outside of each packet purchased. Be careful to have a good seed bed of finely pulverized soil, and to firm the soil over the seeds. In case of rain, or watering after the surface dries, do not let a crust form over the seeds. Loosen the surface crust with a rake; this will prevent evaporation of moisture from the soil, and also insure a better stand of plants.

**Marking Out the Beds:** A well developed plan is essential to success. Before God began His great work of creation, His entire plan was conceived and talked over with His Son. If God needs a plan, how much more do we! And the more detailed our plan, the more certain our success.

For twenty pupils in grades ranging from one to eight, we may plan for individual garden beds five by ten feet, separated by eighteen-inch paths, and divided through the center by a three-foot path.

Number the pupils from one to twenty to correspond with the garden numbers, and with the numbers on the garden

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\* For valuable assistance in preparing the outline for school gardening given in this manual, much credit is due Mr. Sidney Smith, head of the agricultural department of Emmanuel Missionary College, Berrien Springs, Michigan.

1	3	5	7	9	11	13	15	17	19
2	4	6	8	10	12	14	16	18	20

tools. At each corner of each individual bed, drive a garden stake, and inclose the bed with garden twine.

Have also at least one flower bed. Encourage every child to have a well kept home garden.

**The Wild Garden:** The object of the wild garden is to encourage the pupil to observe by seeing how many kinds of wild plants grow in his vicinity. A variety of wild plants should be transplanted to the wild garden. Such a study will form the basis for future work in agriculture and botany. One general wild garden for the school will in most cases be sufficient.

**Study of Plants:** Oral work based on observation of roots, leaves, stems, blossoms, and fruit. See also assignment in the nature textbook, chapter six.

**Records:** It is very important to inculcate accurate and careful habits of observation by teaching pupils to keep records of their work. For this purpose, each one should be supplied with a small notebook. The following outline may be suggested :

**Garden Report**

Bed No..... Date..... Name.....

Weather: Temperature.....

Moisture .....

Sky .....

Wind .....

Work done .....

Observation in growth of plants .....

Drawings of plant growth .....

Spelling .....

Problems .....

Parables .....

The last two items may not form a part of the pupils' records in primary grades, but they should form a part of the teacher's lesson plan in all grades.

**Equipment — Care and Use of Tools:** Each pupil should be provided with four garden stakes and sufficient garden line to inclose his garden. Two pupils may share the use of one set of garden tools consisting of a rake, a hoe, a spade, and a trowel. There is no economy in purchasing poor tools. In some schools, the pupils bring garden tools from home, though it is usually more satisfactory for the school to own its own tools. Teach pupils how to use the tools. At the close of each working period, the tools should be carefully cleaned and hung up in order in some safe and convenient place. As soon as the plants are large enough to determine the outline of the beds, the stakes and the lines may be collected, cleaned, and stowed away in sets for the next season's use.

**Gathering and Disposing of the Crop:** Teach how to prepare vegetables for market. Arouse interest in missionary effort. Teach tithing.

The crop should not be gathered too early, before it is fully matured, neither should it be left too late. There is a right time for everything, and the pupil should be taught to observe this time. When the crops begin to mature, the garden should be examined daily for new fruit. Radishes should be carefully pulled without breaking or bruising the tops, all wilted or unsightly leaves removed, the roots carefully washed and sorted, and neatly and generously bunched. The lettuce should be gathered in the same way. In picking peas or beans, care should be taken that the plant is not uprooted or mutilated. The young beets pulled in thinning the rows may be used for greens. Teach generosity and strict honesty in this work.

The school garden is always a missionary garden, some definite missionary enterprise being the recipient of the garden income. As the crop is gathered day by day, the children should be taught to thank Him who sent the rain and the sunshine and caused the fruit to grow and mature. Teach them to tithe the money collected from the sales of fruit, and to keep accurate accounts of expenses and income. This, as well as measuring the ground, planting the seed, making the seed boxes, etc., will form the basis of many practical and interesting problems that develop arithmetical ideas.



**Number Work:** Teach measures: foot, yardstick, square foot, square yard. A foot is  $\frac{1}{3}$  of a yard.  $\frac{1}{3}$  is shorter than  $\frac{1}{2}$ , but longer than  $\frac{1}{4}$ .  $\frac{3}{3}$  is one whole thing. It is the same as  $\frac{2}{2}$  or  $\frac{4}{4}$ . Three 12's are 36. Find out how many inches in  $\frac{1}{2}$  of a yard,  $\frac{1}{4}$  of a yard,  $\frac{1}{3}$  of a yard,  $\frac{2}{3}$  of a yard,  $\frac{3}{4}$  of a yard.

Locate directions from the garden bed: north, south, east, west, northeast, etc. Each pupil, before and after work, stands at the southeast (or some other) corner of his bed.

Teach terms: area, perimeter.

Suggestive problems to be worked out objectively and orally by second, third, and fourth grade pupils:

1. On Monday, the school gathered 15 bunches of radishes. They were all sold for 5 cents a bunch. James sold 3 bunches; Mary sold 5 bunches; John sold 4 bunches; Alice sold 2 bunches; Dale sold 1 bunch. How much money did each receive? All? What tithe should be paid? How much is left for the missionary bank?

2. On Wednesday, the school gathered  $1\frac{1}{2}$  dozen bunches of radishes; they were sold for 50 cents a dozen bunches; how much money was received?

3. Oscar gathered 24 radishes from his garden; how many bunches could he make, putting 8 in a bunch?

4. Friday the school gathered 12 bunches; they were sold for 5 cents a bunch; how much was received? What tithe should be paid? How much was left for missions?

5. On Monday, 30 bunches of radishes were gathered; how many dozen bunches were there? They were sold for 50 cents a dozen bunches; how much was received. Find the tithe and the amount left for missions.

6. Find the whole amount received from the four days. Find the total amount of tithe and the total amount left for missions.

7. 18 is  $\frac{2}{3}$  of what number? 24 is what part of 36? What is  $\frac{2}{3}$  of 27? Observe on a yardstick.

8. My string was 5 feet long; I cut off 1 yard; how long was it then? Tell in feet and yards.

9. From a line 3 yards long, 2 feet were cut off; how many feet were left?

10. If a rope is 13 feet long, how many yards long is it?

11. If it takes  $\frac{1}{3}$  of a yard of string to wind around 1 garden stake, how much will it take to wind around 4 stakes?

12. A nickel is what part of 2 dimes?
13. 10 cents is  $\frac{1}{3}$  of my money; how much money have I?
14. One foot is what part of a yard? Observe on a yardstick.
15. My garden string 18 feet long was cut into thirds; how long was each piece?
16. Count by 12's on the yardstick to 36. Count by 6's. By 3's. By 9's. By 4's. By 2's.
17. Make a seed box to hold 4 cubic inches. What will its dimensions be?
18. Make a seed box 2 inches by 2 inches by 2 inches; one 4 inches by 2 inches by 1 inch. Compare with 17.

**ARITHMETIC — GRADE THREE**

**Textbook:** Stone-Millis "Primary Arithmetic."

**Assignment:** Pages 136 to 154, and review.

**ARITHMETIC — GRADE FOUR**

**Textbook:** Stone-Millis "Primary Arithmetic."

**Assignment:** Pages 244 to 256, and review.

**For the Teacher:** "Arithmetic Manual," pages 17 and 18.

# Part II. Grades Five to Eight

## OUTLINES BY PERIODS

### First Period

#### BIBLE — GRADE SIX

(Grades five and six recite together)

**Textbook:** McKibbin's "Bible Lessons," Book Three, notebook, and outline map, No. 8.

**Assignment:** Chapters 5 and 6, pages 86 to 140. See also, "Bible Lesson Manual," pages 87 and 88. Next year, grades five and six, the grades which this year are four and five, will work together on fifth grade Bible.

**Composition Work:** Oral story-telling by the pupils should be given frequently. This is valuable for daily reviews, as well as reviews at the close of larger units of thought.

Require two written compositions during the period, selecting from the following topics:

1. The early life of Jesus
2. Boyhood days
3. The baptism
4. The temptation
5. The first miracle

With the aid of the class, the teacher should place on the blackboard a topical outline that will form a paragraph basis of the composition. In every written piece of work, give careful attention to penmanship, form, sentence and paragraph structure, punctuation, capitals, and spelling.

The lists of words given with each lesson are not for spelling, though the pupil should be able to spell such words as he will need to use in his written work. These lists are frequently valuable for pronunciation — a very important feature of oral composition.

**To the Teacher:** Read the preface in the pupils' textbook, pages 7 to 9.

Become perfectly familiar with Part I, "The Story of Four Hundred Years," pages 17 to 64. Make this the basis of oral stories for the first week of school. Write on the blackboard in short, concise sentences, things to be remembered by the

pupils, and require that these be copied into the pupils' notebooks. At the end of the week, require the pupils to write this story in their own words from a blackboard outline of topics. This should be recorded in their Bible notebooks.

Part II, pages 65 to 84, is also for the teacher. Pages 65 to 75 belong to the work of this period. These prophecies should be brought into the recitation as collateral and supplementary material at the time when the pupils are studying the fulfillment of the prophecy. Remember that while "the miracles of Christ are a proof of His divinity," "a stronger proof that He is the world's Redeemer is found in comparing the prophecies of the Old Testament with the history of the New."—"Desire of Ages," page 799. Therefore any study of the life of Christ that does not develop it as a fulfillment of prophecy, is weak and incomplete.

Study carefully and frequently "Bible Lesson Manual," pages 3 to 21; for help on Book Three, pages 86 to 88 of the manual. For further help, study the "Readings" given with each lesson. These are for the teacher, not for the pupil.

### BIBLE—GRADE EIGHT

(Grades seven and eight recite together)

The regular work in Bible for the eighth grade is studies in Daniel and Revelation. But until a pupil's textbook is prepared for this work, it is recommended that Part I of "Bible Lessons," Book Four, be used for seventh grade work, and Part II be used for eighth grade work. It is, however, allowable for the regular work in Daniel and Revelation to be given where superintendents supply satisfactory lesson outlines. For this reason, outlines in both are here given. Only one, of course, will be required of any class. Those who give lessons in Daniel and Revelation for eighth grade should cover Book Four, with the omissions given in Bulletin No. 26, for seventh grade.

**Textbook:** McKibbin's "Bible Lessons," Book Four, or "Outline Lessons in Daniel and the Revelation." Notebook.

**Assignment:** From "Bible Lessons," Part II, lessons 81 to 89, pages 243 to 281. This assignment is an average of about five texts for each of 25 lessons. With such an assignment, very thorough work should be done, and many of the texts can be memorized. After each topic has been thoroughly

studied, let pupils take turns in giving Bible readings from memory.

**For the Teacher:** The "Readings" accompanying each lesson are largely for the use of the teacher. The "Notes" should be studied by the pupils. Study carefully and frequently "Bible Lesson Manual," pages 3 to 21, and pages 88 and 89 for Part II of Book Four.

**Assignment from "Lessons in Daniel and the Revelation":** Study Daniel, chapters 1 to 6, presenting from two to three of the following topics each week:

1. Royal captives. Dan. 1: 1-6.
2. Daniel and his companions at school. Dan. 1: 7-21.
3. The wise men of Babylon. Dan. 2: 1-23.
4. Nebuchadnezzar's dream. Dan. 2: 24-35.
5. The interpretation of the dream. Dan. 2: 36-49.
6. The great golden image. Dan. 3: 1-18.
7. The fiery furnace. Dan. 3: 19-30.
8. Nebuchadnezzar's dream of a tree. Dan. 4: 1-18.
9. The interpretation of the dream. Dan. 4: 19-37.
10. Belshazzar's feast. Dan. 5: 1-16.
11. "Mene, mene, tekel, upharsin." Dan. 5: 17-31.
12. A plot against Daniel. Dan. 6: 1-17.
13. Daniel in the lions' den. Dan. 6: 18-28.

**To the Teacher:** These lessons in prophecy are thrilling with interest and importance, for we ourselves are living in the days when "the little book" has been opened and the very closing scenes are unfolding. It is a time of solemn joy and glorious expectation, and every lesson should move the heart of the teacher with a longing for a deeper, clearer sense of its value. No lesson should be prepared without prevailing prayer for wisdom and the Holy Spirit.

From the very beginning, require pupils to memorize the main topics in each chapter, so that at the close of the second period, any pupil will be able to tell the contents of each chapter of the entire book of Daniel.

Require from three to five memory verses a week.

**Composition Work:** Regular oral composition work (stories told in class) should be given at the close of chapters 1, 2, 3, 4, 5, and 6; written compositions on any two of these chapters during the period.

**NATURE — GRADE SIX**

(Grades five and six recite together)

**Textbook:** "Bible Nature Series," Number Three. The work in nature for grade six covers only one half of the year, the rest of the time being given to geography. Chapters 4 and 5 may supplement geography; chapter 11, physiology; chapter 6, being largely on gardening, will be studied with that subject in the spring. The nature study will be given in periods one, two, and six; the geography, in periods three, four, and five.

**Assignment:** Chapters 1 to 3, "In the Beginning," "Light and Heat," "Air and Sound."

**PHYSIOLOGY — GRADE SEVEN**

**Textbook:** Coleman's "Hygienic Physiology."

**Assignment:** Pages 1 to 52; chapters 1 to 3, "Introduction," "The Skin," "The Skeleton." This class recites three times a week, the other two days being given to reading for grades seven and eight.

**UNITED STATES HISTORY — GRADE EIGHT**

(Grades seven and eight unite)

**Textbook:** Dickson's "American History for Grammar Schools."

**Assignment:** Pages 1 to 99, "From the Old World to the New."

Help the pupil to see the hand of God in the discovery and settlement of the New World, using "United States in Prophecy" for supplementary work. Give attention to "Things to Remember" and "Things to Do" at the close of each chapter. Encourage "Things to Read" for outside reading. Under "For Your Notebook," keep up all map work especially. The written compositions may form a part of the language work. Make use of the excellent diagrams, charts, and devices for reviews given in the appendices, pages 1 to 21. The world to-day is making history too rapidly for any textbook to be long up-to-date. Prophecy is rapidly fulfilling. Encourage pupils to keep up-to-date as far as consistent or profitable to them, by reading current history.

**CIVICS — GRADE EIGHT — FIRST SEMESTER**

**Textbook:** Forman's "Essentials in Civil Government."

**Assignment:** Lessons 1 to 15, pages 11 to 84, "Government and Laws," "The Government of Self," "The Family," "The Government of the School," "Citizenship (who are citizens, civil rights; who are voters, elections, duties of citizens)," "The Powers of Government (majority rule, representative checks and balances, local self-government)."

**READING AND LANGUAGE — GRADE FIVE**

**Textbook:** "True Education Reader," Book Five.

**Supplementary:** Selections from Hooker's "Child's Book of Nature," "Friends and Foes in Field and Forest," *Youth's Instructor*, Junior Missionary Volunteer reading course books for the current year.

**Assignment:** Pages 21 to 71.

**Outside Home Reading:** At least two of the Junior Missionary Volunteer reading course books are required during the school year, with a written review of one.

**Thought Getting:** Do not undertake the reading of any selection until you are assured that the pupil, as fully as possible, grasps the thought and the spirit of the selection. To this end, study the general setting of the piece, the meaning of all words about which there may be any question, the force of allusions or figurative language, the aptness of certain words or expressions, the sections headed "Word Analysis," "Words Often Misused," and "Choice of Words." The first assignment on any selection should be with these things in view.

**Drills:** The second step in the preparation to read is drills on the mechanics of reading — pronunciation, articulation, and expression. If the *thought* has been correctly obtained, and the child has entered into the *spirit* and *feeling* of the piece, expression will quite largely take care of itself. But daily drill will be needed on correct pronunciation and distinct articulation in order to secure good delivery. The printed drills at the head of each selection will aid in this work. Review diacritical marks.

Give the following drills in connection with the lessons indicated:

Pages 25, 65, 40, careful separation of sounds. Don't you see, thank you, these same strings, help you, but her voice, let

her be, first statement, I trust you, he lifts his hat; page 33, No. 14.

Pages 30, 34, 40, 48, 58, 60, 63, 68, avoid omission of sounds or syllables. Just such talk, every, wildly, every evening, in most pictures, mountains, empty, different, kept, swiftly, commands, humble, February, below, restless, stand back, I shall have her, empty; page 33, No. 9.

Pages 34, 40, 48, long u. Duties, nature, matured, during.

**Reading:** See instruction for grade three, first period, pages 22 to 24.

**Memory Work:** A total of at least sixty lines during the period, from the following:

“Unawares,” page 34.

“I Wouldn’t Be Cross,” page 45.

“Boys Wanted,” or “Girls Wanted,” pages 54, 56.

“Everyday Rules,” page 65, each member of the class choosing the paragraph he thinks he most needs, or prefers.

Omit the “Spelling Reviews” given for each month.

**Language Drills:** During the first week, give general instruction on composition work. Follow the work outlined in the reader. For summary, see pages 9 to 14 in the reader. Give practice on combining short sentences, teaching the use and meaning of various connectives. See “Sentence Study,” page 52. Review punctuation of previous grades, noticing especially quotations and series. Give daily drills until the pupil is able to put into practice the principles learned.

**Notebook Work:** Write the memorized selections. Write the compositions called for on pages 32, 38 or 71, and 53, and the “Written Exercise” on page 67. The compositions written for the Bible class are also a part of the pupil’s language work, even though they may be written on Bible time.

There should be two recitations daily in reading and language, just the same as if these subjects were found in separate textbooks. But it is not necessary nor always even best that there be recitation in each every day. The language is a natural outgrowth of the thought of the reading lesson, and should not be begun until the reading is finished. For this reason, there may be several successive lessons in reading, followed by several successive lessons in language. During the period, about an equal amount of time will be given to both. But if only one recitation is given daily, both subjects will be only about half done, and neither will be satisfactory.



READING AND LANGUAGE — GRADE SIX

**Textbook:** "True Education Reader," Book Six.

**Assignment:** Pages 21 to 54, and 156 to 159.

**Supplementary:** Carpenter's geographical and industrial readers, "The Desire of Ages," *Youth's Instructor*, Junior Missionary Volunteer reading course books.

**Outside Reading:** Same as for fifth grade.

In the development of the reading in grade six, follow the same general instruction given for grade five. Remember that in reading, as in everything else, our motto should be, "Not how much, but how well." Glibly rattling off words is not necessarily good reading. A keen appreciation of the true and the beautiful, combined with ability to express such sentiments in a pleasing tone and manner — this is *good* reading. Work for it by carefully studying the picturesque and really choice selections with the class until they too catch a glimpse of their real value.

In making assignments, take into consideration the amount of study that the different selections require. "A Soldier's Reprieve," pages 29 to 34, is a story easy to read and presenting no real difficulties. "An Interesting Family," pages 41 to 45, though more didactic in its nature, yet presents no particular difficulties. "The Great Divide," pages 21 to 23, while somewhat of a moralizing character, is still easy of comprehension. These three selections occupy more than half of the pages for this period's work, yet two weeks will easily dispose of them. They are the selections upon which to work for fluency, expression, and smoothness.

"The Value of Wisdom," page 26; "Beatitudes," pages 37 and 38; "The Spacious Firmament," page 48; "Words," pages 50 to 52; "August," "September," "October," pages 156 to 159, are classics. They are full of beautiful thought and striking figures. These need close, careful study, and should not be read hastily. The assignments should be short, and much memory work should be required. "The Tone of Voice" is also good for memory and expression.

**Memory Work:** A total of at least sixty lines selected from the poems given in the assignment for this period.

**Dictionary Work:** This class should do some good, careful work with the dictionary. Give special attention to these requirements.

**Language:** Grade six should have from 25 to 30 recitations in language during the period. No one should expect to accomplish the work in half that time. Faithfully follow the language work as outlined in this manual, and excellent results will be obtained. Emphasize oral and written expression of thought rather than definite rules or other technicalities.

**To Be Omitted:** "Parts of Speech," page 25; "Abstract Nouns," pages 28, 29; "Common and Proper Nouns," page 36; "Collective Nouns; Pronouns and Their Antecedents," page 47; "Personal Pronouns," pages 54 and 55. Do *not* omit anything else.

During each period, require one written composition each week, as follows:

1. A letter.
2. Topic from nature.
3. Topic from manual training.
4. Topic from Bible.
5. Topic from reader.
6. A memorized selection.

The compositions are to average at least 250 words; and before writing, the pupil should submit an outline showing the paragraphs to be developed.

#### READING — GRADES SEVEN AND EIGHT

**Textbook:** "True Education Reader," Book Six.

**Supplementary:** Carpenter's geographical and industrial readers, "The Acts of the Apostles," Evans's "First Lessons in American History," Nida's "Dawn of American History in Europe."

**Assignment:** Pages 209 to 248. For outside reading for the school year, at least two of the Junior Missionary Volunteer reading course books.

**Qualifications for a Finishing Grade:** Before a pupil is prepared to receive a passing grade from elementary reading, he should be at least fairly proficient in the following:

1. A thorough knowledge of all diacritical marks, with ability to apply this knowledge in clear articulation and accurate enunciation.
2. Ability to use the dictionary for pronunciation, meaning, and origin of words.

3. Ability to gather thought correctly and quickly from the printed page (silent reading to time limit).

4. Ability to interpret figures of speech in reading that belongs to the elementary school.

5. Ability to read "to an audience."

6. Ability to read with good expression and with a voice full and pleasant and that carries well.

7. A memory total of at least 250 lines for first grade work, of 200 lines for second grade, of 150 lines for third grade. All this must be chosen from the reading of the last year in the elementary school, and at least one fourth must be prose. This reading must be good enough to recite in public and without prompting.

8. The required outside reading for the year.

9. Some knowledge of at least ten leading authors, and familiarity with several of their productions, these authors to include Longfellow, Whittier, Bryant, Holmes, Shelley, and F. D. Sherman.

**First Week:** "The Raising of the Daughter of Jairus." Before attempting to lead your pupils in a study of this poem, master it yourself. With the aid of "Exercise for Conversation and Study," page 214, study the poem until you feel the real spirit of it. Then study with the pupils the peculiar force of various words and expressions, especially those of a figurative nature. Carefully analyze the thought of each stanza. This thought analysis is the very best and only real basis for grammatical analysis later. Study the relation between thought and feeling, and oral expression. Then as portions of it are read, insist on distinct pronunciation of every word.

After the poem has been carefully studied in this way, and each stanza read with appreciation of its depth of feeling, assign portions of it to different pupils for memory work, or require pupils to memorize portions of it from day to day as they go along. Finally work for pleasing delivery. This poem will require an entire week.

Omit "Comparison of Adjectives and Adverbs" and "Sentence Analysis," pages 215, 216.

**Second Week:** "The Home of My Childhood." Study this selection, using the following order:

1. Thought study and analysis, including "Exercise for Conversation and Study," "Dictionary Work," and "Syno-

nyms," page 219. "Articulation," pages 219 and 220, may be omitted here, as provision for this is now made elsewhere. Omit also "Irregular Comparisons," pages 220 and 221.

2. Free class discussion of all points of thought.
3. Forming mental pictures from the word pictures.
4. Pronunciation and articulation drills preparatory to oral reading.
5. Expressive reading that brings out the thought and feeling of the author.

6. Sufficient familiarity with the phraseology to enable the reader to be considerably independent of the book. This can be accomplished only by more or less memorizing the language, and not until this has been done can the best reading be secured. This requires careful study, but it pays. The pupils should be taught to study the lesson in this way for seat work.

7. Giving the thought by means of written composition.

**Third Week:** "Snow-Bound." Study this selection as outlined for preceding ones. Omit "Articulation," page 227, and all of page 228 except the exercise on combining sentences, and "Memory Work." Memorize selections from this classic.

**Fourth Week:** "John G. Paton," Parts I and II. This is narrative, and therefore easy reading. The thought will be grasped easily, but attention should be given to accurate and clear pronunciation. Use the various exercises following the reading, during the study of the reading itself, at the time when they occur in the reading. The "Composition" always comes last. Omit "Arrangement of Adverbial Modifiers," page 233, also "Articulation" and "Spelling," page 236.

**Fifth Week:** "Calling the Angels In" and "Human Hands," pages 237 to 243. Omit "Adjective Phrases," page 239; also "Articulation," page 242.

**Sixth Week:** "The Tempest" and "Our Refuge," pages 243 to 248. Memorize "Our Refuge." Omit "Articulation," page 245; "Articulation" and "Spelling," page 248; the first paragraph under "Prepositions," on page 246; but study carefully the exercises illustrating the use of the preposition.

Grade pupils in reading as follows: Interpretation of thought, 25 per cent; pleasing delivery, 25 per cent; authorship, memory work, skill in silent reading, 25 per cent; required outside reading, 25 per cent.

**GRAMMAR — GRADE SEVEN**

**Textbook:** Bell's "Natural Method in English," Revised.

**Assignment:** Lessons 1 to 25, pages 17 to 57.

**For the Teacher:** "Grammar Manual."

**GRAMMAR — GRADE EIGHT**

**Textbook:** Bell's "Natural Method in English," Revised.

**Assignment:** Lessons 138 to 162, pages 209 to 244.

**For the Teacher:** "Grammar Manual."

**SPELLING — GRADE FIVE**

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 77 to 80, supplemented daily by from five to ten words selected from other lessons, such words as pupils will be most likely to need for written work.

Misspelled words in any written work should count off the pupil's grade in spelling, both in daily work and in examination.

**SPELLING — GRADE SIX**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Section IV, lessons 1 to 30, pages 123 to 128. Supplement as for fifth grade.

**SPELLING — GRADE SEVEN**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Section V, lessons 1 to 30, pages 161 to 166. Supplemented by ten words selected daily from other lessons. Misspelled words in any written work should count off the pupil's grade in spelling, both in daily work and in examination.

**SPELLING — GRADE EIGHT**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Section VI, lessons 1 to 30, pages 199 to 204. Supplement as for seventh grade.

**MANUAL ARTS — GRADES FIVE TO EIGHT**

**Sewing for Boys:** Boys in grades three and four take the same sewing as the girls. In grades five to eight, each boy makes a boy's apron to wear during the woodwork class, learns

to sew on buttons, to patch his own garments, to darn his own stockings. This work involves the following stitches and exercises: hemming, backstitching, overhanding, basting, herringbone stitch patch, hemmed-down patch, and flat fell. Sufficient practice should be given in all these exercises to secure a good degree of proficiency. The apron neatly made is a prerequisite to the woodwork class at the beginning of the year, and darning one pair of stockings is the first requirement of each succeeding period.

**Sewing for Girls: Textbook:** "Elementary Sewing," Part Two.

**Assignment:** To page 7. "Teachers' Manual" for the teacher.

Pupils who have not had the work of grade four are required to make samplers demonstrating their knowledge of all the stitches taught in "Elementary Sewing," Part One. This work is absolutely necessary before any advance work will be begun. It is not necessary that any models in book one be made, except the pin wheel, page 24, and the sewing bell, page 32. These are needed for the pupil's sewing box.

It is also necessary that each girl have a sewing box properly fitted with scissors, thimble, thread, needles, and emery. A common shoe box at first will answer. Order and neatness, industry and efficiency, are essential lessons in the sewing class. A girl who keeps a disorderly sewing box, whose work shows the effect of soiled hands or clothing, and who litters the floor or the desk with thread, bits of cloth, etc., may not receive first grade in sewing. A neat portfolio made of cover paper, and a thread winder made of cardboard, are very convenient and helpful in keeping a sewing box in order. These simple models can be made by the pupils at the dictation of the teacher.

*Required Models:* A needlebook and a sewing apron.

*Substitutions Allowed:* The fifth grade is about the time in a little girl's life when dressing a doll affords the most charming pleasure. A doll's wardrobe also gives a girl an excellent idea of the elements of garment making on a small scale, and this lays the very best foundation for real garment making in the grades to follow. For both these reasons, articles from a doll's wardrobe may, if desired, be substituted for some of the models and fancy work given in the pupil's

textbook. Girls will usually learn to crochet and tat without consuming time in school for these ornaments. Create among the girls a spirit that nothing can be more ornamental than plain sewing neatly and correctly done. Patterns for a doll's wardrobe can be secured for a few cents from any shop or store carrying paper patterns. In purchasing, be sure to get the *simple* patterns. Do not get those requiring "set in" sleeves.

Girls in grades six, seven, and eight who have never been taught the stitches should learn these first, and present them on samplers. Give special attention to "fastening on" and "fastening off" the thread. The models made by these older girls should be in keeping with their age, but should involve no stitches not correctly learned. Grades seven and eight is the place for learning the use of the sewing machine, but no girl should be allowed to begin this work until she has attained first grade in handwork as to both accuracy and speed.

**For the Notebook:** By taking a small stitch in each corner of each sampler, mount in a neat notebook made of good quality Manila paper. Small models also may be mounted, if desired. Under the mounted article, write a short description of it. When finished, cover the book with cover paper, which may be decorated with an appropriate design. Press all samples before mounting.

**Examinations and Grading:** Examine on two main features of the work: *first*, quality, including neatness and order, accuracy, speed, notebook work; *second*, quantity, including required class work finished, and required home work finished (helping father or mother). Mark each on a scale of 50 per cent.

#### ARITHMETIC — GRADE FIVE

**Textbook:** Stone-Millis "Intermediate Arithmetic."

**Assignment:** Pages 1 to 22.

**For the Teacher:** "Arithmetic Manual," pages 18 to 22.

In small schools where there are but few pupils in a grade, the teacher should have grades five and six together at the blackboard for recitation, and grades seven and eight together. Some teachers can as easily handle all four grades at the same time, each grade doing its own work. This allows the teacher opportunity to do much individual work.

**ARITHMETIC — GRADE SIX****Textbook:** Stone-Millis "Intermediate Arithmetic."**Assignment:** Pages 137 to 158.**For the Teacher:** "Arithmetic Manual," pages 32 to 41.**ARITHMETIC — GRADE SEVEN****Textbook:** Stone-Millis "Advanced Arithmetic."**Assignment:** Pages 1 to 41.**For the Teacher:** "Arithmetic Manual," pages 53 to 58.**ARITHMETIC — GRADE EIGHT****Textbook:** Stone-Millis "Advanced Arithmetic."**Assignment:** Pages 145 to 175.**For the Teacher:** "Arithmetic Manual," pages 74 to 81.

In grading pupils in arithmetic, give 40 per cent for correct principle, 40 per cent for accuracy in number processes, 10 per cent for good form and legibility, 10 per cent for speed.

**Second Period****BIBLE — GRADE SIX**

(Grades five and six unite)

**Textbook:** "Bible Lessons," Book Three.**Assignment:** Chapters 7 to 9, pages 141 to 199. Continue map work and diagram of the life of Jesus.**BIBLE — GRADE EIGHT**

(Grades seven and eight unite)

**Textbook:** "Bible Lessons," Book Four.**Assignment:** Lessons 90 to 96, pages 282 to 311. Continue as directed under "First Period," page 86.

**Assignment from "Lessons in Daniel and the Revelation":** Daniel, chapters 7 to 12, and review the entire book. Continue memorizing the chapter topics. Make a diagram of the 2,300 days, and maps of the four great universal kingdoms, with dates of rise and fall of each. Continue memory verse work. Two compositions are required during this period; the Judgment scene of chapter 7, and Daniel's vision of



chapter 10 are good topics. Present from two to three of the following topics each week:

1. Daniel's vision of four beasts. Dan. 7: 1-8.
  2. The Judgment scene. Dan. 7: 9-16.
  3. The interpretation of the vision of the four beasts. Dan. 7: 17-28.
  4. Daniel's vision by the river Ulai. Dan. 8: 1-12.
  5. Interpretation of the vision. Dan. 8: 13-27.
  6. Daniel's prayer for his people. Dan. 9: 1-19.
  7. The seventy weeks of the 2,300 days. Dan. 9: 20-27.
  8. Daniel's vision by the river Hiddekel. Daniel 10.
  9. Gabriel's history of the latter days. Daniel 11.
  10. The second coming of Christ. Daniel 12.
- Give about one week to a review of the book.

#### NATURE — GRADE SIX

(Grades five and six unite)

**Textbook:** "Bible Nature Series," Number Three.

**Assignment:** Chapters 8 and 10; "Water Animals" and "Land Animals." The study of "Air Animals" is left till the spring, when the birds return from their winter's absence.

#### UNITED STATES HISTORY — GRADE EIGHT

(Grades seven and eight unite)

**Textbook:** Dickson's "American History."

**Assignment:** Pages 100 to 218; "The Birth of the Nation," "Conditions in Europe and America," "The Struggle for the Continent," "The Struggle for Independence." Help the pupil to see the footsteps of Jehovah in the rise and development of our nation. Hang the events of history upon the strong cable of prophecy.

#### CIVICS — GRADE EIGHT

**Textbook:** Forman's "Essentials in Civil Government."

**Assignment:** Lessons 16 to 29, pages 85 to 167; "The County;" "Town Government;" "The Township;" "Municipal Government;" "The State;" "The State Constitution;" "The State Legislature;" "The Governor and His Colleagues;" "Judges, Juries, and Courts of Law;" "The National Constitution;" "Congress."

## READING AND LANGUAGE—GRADE FIVE

**Textbook:** "True Education Reader," Book Five.

**Assignment:** Pages 73 to 126.

**Thought Getting:** This period, try the "silent reading" plan of getting the thought. Assign a paragraph or several paragraphs to be read silently by all. Books closed, call on pupils to tell the points read. Question them as to the inner meaning of the paragraph—the real spirit of the reading. In this way, secure sympathy with the author. The result should be reading "with the spirit" and "with the understanding also." As a teacher, be sure that you get the *main theme* of each selection, then see that the pupil gets it.

*The Main Theme:* 1. "The Rich Young Ruler." A perfect character does not depend on riches or any outward display, but on following Jesus in all the little things of daily life.

2. "The Rich and the Poor." True riches never "fly away." They are seen in generosity and helpfulness to those less favored. A very poor man may be rich in God's sight.

3. "Too Little to Come In." Jesus wants us to come to Him when we are young, that He may save us from the dangers and wounds of the enemy.

4. "Love Your Enemies." Win our enemies by doing good to them when they plan to harm us.

5. "Not One to Spare." Father and mother love each child—the helpless baby, the sickly child, the lovable girl, the trusty boy, but most of all, the wayward son. What do the children owe the parents for this never failing love?

6. "The Letter." Letters should contain something uplifting as well as interesting—not foolish, commonplace thoughts. What we write is likely to be more enduring than what we say.

7. "If We Had But a Day." We have but to-day. "To-day" is God's word, "to-morrow" is Satan's. How shall we use to-day?

8. "The Boy Who Recommends Himself." Little acts of courtesy and our personal appearance reveal our inner lives and our real value.

9. "Honesty and Uprightness." What do these traits bring to their possessor?

10. "The Greatest of All." Love; how does it reveal itself?

11. "The Handiwork of God." The handiwork of God as seen in the wonderful heavens is no greater than its revelation in human hearts.

12. "The S. P. C. M." Our duty to mother.

13. "My Mother's Hands." Appreciation of what mother does for us while she is still with us.

14. "Don't Wait." Never let a day end with a single unkindness left on its page.

**Memory Work:** "Not One to Spare," pages 86 to 89. Selections from pages 76 and 105. "The Greatest of All," page 110; or "The Handiwork of God," page 113.

A total of at least 60 lines chosen from the poems in the reader for this period.

**Language:** Spend plenty of time teaching how to write a letter. Give enough drill to fix each point.

Drills on use of verb forms: lie, set, sit, may, can.

Give other language drills as planned, making observations in the reading selection the basis of the drill. The language work naturally follows the reading; it is the *written* "thought giving." If the pupils have done well the exercises of previous grades, they will do excellent work in this grade. Precede each written exercise with an oral discussion in the class, and if necessary, with blackboard demonstration. The reading lessons themselves form excellent source material for both oral and written language work. Require one or two compositions each week. These may be Bible stories, stories based on the reading lessons, or other familiar topics. Give special attention to sentence structure and logical development of thought. Give frequent dictation exercises for drill on capitals, punctuation, and use of words.

**For the Notebook:** Not all the written work need be preserved in the language notebook, but at least one exercise a week should be preserved which will correctly represent the character and progress of the pupil's work. This period, include the "Punctuation" exercise on page 78, the stories outlined on pages 86 and 121, also one letter. Write from memory one memorized selection.

#### READING AND LANGUAGE — GRADE SIX

**Textbook:** "True Education Reader," Book Six.

**Assignment:** Pages 55 to 89, and 160.

Read again the remarks on the first period's reading. For

fluency and smoothness: "Mary Reed, the Lepers' Missionary," pages 55 to 58; "Going to John," pages 65 to 67; "Moses' Prayer," pages 69 to 71; "William Miller's Dream," pages 72 to 74; "The Shepherd King," pages 78 to 81; "Purity of Character," pages 83 and 84. Some of these require more thought than others, but none require very close study. Encourage pupils to see if they can answer all the questions under "Exercises for Conversation and Study." Take up for class study those which need a teacher's help.

**Memory Work:** At least 60 lines from the selections for this period, including "November," page 160. "November" has a fourth stanza, as follows:

4. November woods are bare and still;  
     November days are bright and good;  
     Life's noon burns up life's morning chill;  
     Life's night rests feet that long have stood;  
     Some warm, soft bed in field or wood,  
     The mother will not fail to keep,  
     Where we can "lay us down to sleep."

**To Be Omitted:** "Compound Personal Pronouns," pages 59 and 60; "Possessive Personal Pronouns," page 69; "Solemn Forms, of Personal Pronouns," page 72; "Case of Nouns," page 76; "Case of Personal Pronouns," page 82; "Sentence Study," pages 83, 85, and 86. Do *not* omit anything else.

Supplement the composition and other language work of the reader with both oral and written Bible stories, and with written sentence and composition work from other thought subjects.

#### READING — GRADES SEVEN AND EIGHT

**Textbook:** "True Education Reader," Book Six.

**Assignment:** Pages 249 to 284.

**Thought Study:** Continue as planned in previous period. Use the "mental picture" plan in selections on pages 261, 266, 272, 281; also time limit on silent readings. Give constant attention to "Dictionary Work," "Use of Words," "Choice of Words," "Synonyms," as required with the various reading selections. Take these up as you meet them in reading assignments.

The first verse in the poem on page 261 should read:

"Has there any old fellow got mixed up with the boys?"

**Drills:** What are the special points of weakness in the pronunciation of your pupils? Plan articulation drills to meet their needs. Write these drills in your "Assignment Book."

**Memory Work:** A total of 60 lines from the following: "Christ's Reception in Heaven," page 266. One selection from "Choice Brevities," pages 269 to 276; "The Day Is Done," page 281; "The Boys," page 261. These selections will make the best possible recitations for "Parents' Day" or some other public occasion. Work for good expression.

**Omit:** "Transitive and Intransitive Verbs," pages 257 and 258.

The written composition work planned in this part of the reader may be used, if desired, to supplement the grammar work.

#### PHYSIOLOGY — GRADE SEVEN

**Textbook:** Coleman's "Hygienic Physiology."

**Assignment:** Pages 53 to 100, chapters 4 and 5, "The Muscles" and "The Circulation."

#### GRAMMAR — GRADE SEVEN

**Textbook:** Bell's "Natural Method in English," Revised.

**Assignment:** Lessons 26 to 50, pages 57 to 86.

**For the Teacher:** "Grammar Manual."

#### GRAMMAR — GRADE EIGHT

**Textbook:** Bell's "Natural Method in English," Revised.

**Assignment:** Lessons 163 to 183, pages 245 to 272.

**For the Teacher:** "Grammar Manual."

#### SPELLING — GRADE FIVE

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 81 to 84. Supplement as for first period.

#### SPELLING — GRADE SIX

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Lessons 31 to 60, pages 128 to 135. Supplement as for first period.

#### SPELLING — GRADE SEVEN

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Lessons 31 to 60, pages 167 to 173. Supplement as for first period.

**SPELLING — GRADE EIGHT**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Lessons 31 to 60, pages 204 to 210. Supplement as for first period.

**MANUAL ARTS — GRADES FIVE TO EIGHT**

**Sewing for Boys:** Darning one pair of stockings.

**Textbook in Woodwork for Boys:** "Bench Work for Grammar Grades." Boys take woodwork only after completing the work in sewing required for the period.

**Assignment:** Pages 23 to 35. Problem: Match striker. Not a single detail in these pages should be overlooked, and at the close of the period, not only should each boy have finished his model in a satisfactory manner, but he should be thoroughly familiar with every item of instruction given. From the start, insist on correct terminology in both oral and written work. Insist on correct handling of tools, neatness of bench and surrounding floor, careful drawings, etc. Boys in fifth grade should not use shellac or varnish. All should do the work in drawing. Older boys who can do first grade work may make additional models, and, as soon as qualified, original models; but in every case, a correct drawing must first be prepared and accepted by the teacher.

Before beginning this work, see that you have a proper place for tools and materials, so that neatness, order, and system may be preserved. Read the chapter on "Manual Training" in the book "Education," and work toward the ideals there set forth. Remember that character building is far more important than a few models completed. Your object is to make useful men and women, not merely match strikers, picture frames, easels, etc. You are working on children's lives, not on perishable wood.

Mark your approval check at each of the following stages of the work: (1) correct and neat drawing on paper; (2) preparation of wood — cleaning and smoothing; (3) transferring of the drawing to the wood; (4) sawing out the form; (5) smoothing the edges; (6) decorating; (7) shellac or other finish. That boy does the best work who does not expect his file and sandpaper to do the work of saw, try-square, and

plane. No decorating should be allowed to cover up careless, slovenly work. Watch for lessons of spiritual truth.

**For the Notebook**

1. Working drawings of models made.
2. Names of all tools used, with a description of the coping saw, illustrated by a drawing of the saw.
3. A paragraph on how to read and write the dimensions of a board.
4. A few paragraphs on "The Forests."
5. A few paragraphs on "Shellac."
6. Demonstration of how to draw a square.

All written exercises should be recorded after the class instruction, and from memory.

**Examinations and Grading:** Consider under four heads, marking each on a scale of 25 per cent, as follows:

1. Textbook work — knowledge of tools, materials, etc.
2. Notebook work — working drawings, compositions, etc.
3. Required models finished — transfer of drawings to wood; accuracy in planing, sawing, etc.; use and care of tools; neatness of bench, floor, etc.
4. Required home work finished — helping father or mother.

**Textbook in Sewing for Girls:** "Elementary Sewing," Part Two.

**Assignment:** Pages 8 to 16. Required: Eyelets and loops, page 11. As in previous period, work on a doll's wardrobe may be substituted in grade five, if desired, for the models given in the textbook. See also suggestions under first period, pages 96 and 97. Continue the notebook work.

**ARITHMETIC — GRADE FIVE**

**Textbook:** Stone-Millis "Intermediate Arithmetic "

**Assignment:** Pages 23 to 55.

**For the Teacher:** "Arithmetic Manual," pages 22 to 24.

**ARITHMETIC — GRADE SIX**

**Textbook:** Stone-Millis "Intermediate Arithmetic."

**Assignment:** Pages 159 to 185.

**For the Teacher:** "Arithmetic Manual," pages 41 to 45.

**ARITHMETIC — GRADE SEVEN**

**Textbook:** Stone-Millis "Advanced Arithmetic."

**Assignment:** Pages 42 to 70.

**For the Teacher:** "Arithmetic Manual," pages 59 to 63.

**ARITHMETIC — GRADE EIGHT**

**Textbook:** Stone-Millis "Advanced Arithmetic."

**Assignment:** Pages 176 to 195; 280 to 290.

**For the Teacher:** "Arithmetic Manual," pages 81 to 84.

**Third Period****BIBLE — GRADE SIX**

(Grades five and six unite)

**Textbook:** "Bible Lessons," Book Three.

**Assignment:** Chapters 10 to 12, pages 200 to 255. Continue map work and diagram of the life of Jesus. Give careful attention to the review on pages 252 to 255.

**BIBLE — GRADE EIGHT**

(Grades seven and eight unite)

**Textbook:** "Bible Lessons," Book Four.

**Assignment:** Lessons 97 to 100, pages 311 to 328, with semester review. Give the last two or three weeks to the review on pages 326 to 328, practice in giving Bible readings, and the semester examinations. Composition on an imaginary conversation between two persons discussing some topic of Bible doctrine would be a valuable exercise both in composition and in Bible. Require at least one of each pupil, assigning a different topic to each.

**Assignment from "Lessons in Daniel and the Revelation":** Revelation, chapters 1 to 7, the seven churches and the seven seals. Present three of the following topics each week, leaving the sixth week for general review and examination:

1. Introduction. Rev. 1: 1-8.
2. A Sabbath day in exile. Rev. 1: 9-20.
3. The message to the church of Ephesus. Rev. 2: 1-7.
4. The message to the church in Smyrna. Rev. 2: 8-11.



5. The message to the church in Pergamos. Rev. 2: 12-17.
6. The message to the church in Thyatira. Rev. 2: 18-29.
7. The message to the church in Sardis. Rev. 3: 1-6.
8. The message to the church in Philadelphia. Rev. 3: 7-13.
9. The message to the church in Laodicea. Rev. 3: 14-22.
10. The throne of God. Revelation 4.
11. The book with seven seals. Revelation 5.
12. Opening the first three seals. Rev. 6: 1-6.
13. Opening the fourth and fifth seals. Rev. 6: 7-11.
14. The sixth seal opened. Rev. 6: 12-17; 7: 1-8.
15. The seventh seal. Rev. 8: 1; 7: 9-17; 14: 1-5; 15: 2-4.

The true church of God is the subject of the seven churches, and to each one is promised the overcomer's reward. The apostate church is symbolized in the seven seals. Both cover the same period of time — the Christian era. Diagram both these lines of prophecy.

#### GEOGRAPHY — GRADE FIVE

(Grades five and six unite)

**Textbook:** Morton's "Advanced Geography."

**Assignment:** Pages 5 to 25, "Changes Made by the Atmosphere." In this period's work, make clear the following points:

1. "The Earth and the Forces of Nature," page 5. God's word was the mighty force that placed land and water and sky in the beginning. Before the first earth was destroyed by the Flood, it was very different from what it is now. In what ways? The forces at work now, though somewhat effective, are but slight in comparison with the changes wrought by the Flood. All forces working at the present time are in the controlling hand of the Creator.

2. "The Earth as a Sphere," page 6. Had men never wandered from God, the spherical form of the earth would always have been known. See Young's Concordance on words "circle," "circuit," "compass," as found in Isa. 40: 22; Job 22: 14; and Prov. 8: 27.

3. "Longitude," page 10. Explain why it is shorter for an aeroplane going from San Francisco to Lisbon, Spain, to go north over Labrador than directly east; or an aeroplane going from Panama to Yokohama, Japan, to go north over

Portland, Oregon; a steamer sailing from Cape Town, South Africa, to Melbourne, Australia, to go south and then north rather than follow the latitude lines and sail directly east.

4. "Materials of the Land," pages 10 and 11. Explain how at least most of these conditions are a result of the changes in the earth's crust and the destruction of animal life at the time of the Flood. See "Patriarchs and Prophets," chapters 7 and 8.

5. "Zones," pages 14 and 15; "Seasons," pages 15 and 16. How does the climate and the distribution of heat now differ from that at creation? Also the wind, page 17; rain-fall, page 18; drainage, page 19?

6. Give four or five written review tests during the period.

#### PHYSIOLOGY — GRADE SEVEN

**Textbook:** Coleman's "Hygienic Physiology."

**Assignment:** Pages 102 to 137 and general review. Chapter 6; "Respiration."

#### UNITED STATES HISTORY — GRADE EIGHT

(Grades seven and eight unite)

**Textbook:** Dickson's "American History."

**Assignment:** Pages 219 to 328; finish "The Struggle for Independence," "The Critical Period of American History," "The Nation's Life and Progress," "Period of Organization," "The Jeffersonian Republicans," "The Struggle for Commercial Independence," and "New Political Ideas and Parties."

#### CIVICS — GRADE EIGHT

**Textbook:** Forman's "Essentials in Civil Government."

**Assignment:** Lessons 30 to 40, pages 168 to 231; The President and His Election; the President and His Cabinet, The National Executive Departments, Territories and Dependencies, The National Courts, Taxation (Property Tax), Other Taxes, Party Government.

Give conference examination at close of first semester, and forward papers to superintendent. For instructions regarding conference examinations, see "School Manual," pages 103 and 104.

**READING AND LANGUAGE — GRADE FIVE**

**Textbook:** "True Education Reader," Book Five.

**Assignment:** Pages 128 to 181.

**Phonics:** Sounds of *e* and *u*.

**Memory Work:** A total of at least sixty lines selected from the following:

"The Village Blacksmith," page 129.

"Blessing the Children," page 141.

"Our Words," page 147.

"The Old Oaken Bucket," page 169, stanzas 4 to 6.

**Language:** See "Oral Language," paragraph 1 in plan for grade four, page 44. Give weekly oral drills as planned under "General Exercises," pages 159 and 160.

Precede all written composition work with oral drill. Give frequent sentence dictations for drill in capitals, punctuation marks, and use of words. Give several studies on how to make an outline for a composition, as on page 139.

Omit "Definitions," page 139.

**Notebook Work:** Write one memorized selection. Write the composition, page 139; the conversation, page 147; the poem, page 150; the composition, page 180. This should be supplemented by two or three other compositions from Bible, manual training, or nature. There should be written notebook work once or twice a week.

**READING AND LANGUAGE — GRADE SIX**

**Textbook:** "True Education Reader," Book Six.

**Assignment:** Pages 90 to 125, 161, 162; 148. Read again remarks given under first and second periods, and plan daily assignments accordingly.

**Memory Work:** A total of at least sixty lines from poems found in this period's work. It is sometimes well to allow pupils to make their own choice of memory selections.

**To Be Omitted:** "Gender," pages 95 and 96; "Nouns and Pronouns — Parsing," page 104.

**Composition:** Supplement as usual with composition work from other thought subjects. A pupil should write an average of two short or one longer composition each week. Preserve in the notebook an average of at least one written exercise a week.

**READING — GRADES SEVEN AND EIGHT**

**Textbook:** "True Education Reader," Book Six.

**Assignment:** Pages 284 to 316.

**Memory Work:** A total of at least sixty lines during the period, selected from the following:

"What Think You of Christ?" page 284. (Memorize as dialogue.)

"The Chambered Nautilus," page 286.

"Better than Gold," page 304.

"Behind Time," page 314. (Class recitation for four pupils, with concert recitation of last paragraph.)

**Omissions:** Omit the articulation drills as planned in the reader; also "Nonrestrictive Adjective Modifiers," pages 295 and 296. Composition work may also be omitted unless desired to supplement the work in grammar.

**GRAMMAR — GRADE SEVEN**

**Textbook:** Bell's "Natural Method in English," Revised.

**Assignment:** Lessons 51 to 75, pages 87 to 117.

**For the Teacher:** "Grammar Manual."

**GRAMMAR — GRADE EIGHT**

**Textbook:** Bell's "Natural Method in English," Revised.

**Assignment:** Lessons 184 to 206, pages 273 to 312.

**For the Teacher:** "Grammar Manual."

**SPELLING — GRADE FIVE**

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 85 to 88. Supplement as for first period.

**SPELLING — GRADE SIX**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Lessons 61 to 90, pages 136 to 142. Supplement as for first period.

**SPELLING — GRADE SEVEN**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Lessons 61 to 90, pages 174 to 180. Supplement as for first period.

**SPELLING — GRADE EIGHT**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Lessons 61 to 90, pages 210 to 216. Supplement as for first period.

**MANUAL ARTS — GRADES FIVE TO EIGHT**

**Sewing for Boys:** Darning a pair of stockings.

**Textbook in Woodwork for Boys:** "Bench Work for Grammar Grades."

**Assignment:** Pages 35 to 52. Correct the error on page 36 regarding the division of time into days and weeks, or see if the children are able to detect the fallacy. What naturally marks the period of time called month? How many such months in a year?

**For the Notebook**

1. Working drawings of all models constructed.
2. One-page composition on "Sandpaper"—how made, kinds, uses, and cautions.
3. Two-page composition on "Nails." Illustrate.
4. After studying the questions on page 52, write their answers in complete sentences and from memory.

Compositions required may be given at a language period. For examinations and grading, see page 97.

**Textbook in Sewing for Girls:** "Elementary Sewing," Part Two.

**Assignment:** Pages 16 to 19. Required models: spool case, page 17, and sewing box, page 18. See also instructions given for previous periods, pages 96, 97, and 105.

**Notebook:** Two or three page composition, "Story of Linen"—how and where grown, uses, shipping, etc. Illustrate.

**ARITHMETIC — GRADE FIVE**

**Textbook:** Stone-Millis "Intermediate Arithmetic."

**Assignment:** Pages 56 to 78.

**For the Teacher:** "Arithmetic Manual," pages 24 and 25.

**ARITHMETIC — GRADE SIX**

**Textbook:** Stone-Millis "Intermediate Arithmetic."

**Assignment:** Pages 186 to 215.

**For the Teacher:** "Arithmetic Manual," pages 45 and 46.

**ARITHMETIC — GRADE SEVEN****Textbook:** Stone-Millis "Advanced Arithmetic."**Assignment:** Pages 71 to 89.**For the Teacher:** "Arithmetic Manual," pages 64 to 68.**ARITHMETIC — GRADE EIGHT****Textbook:** Stone-Millis "Advanced Arithmetic."**Assignment:** Pages 196 to 221.**For the Teacher:** "Arithmetic Manual," pages 84 to 88.**Fourth Period****BIBLE — GRADE SIX**

(Grades five and six unite)

**Textbook:** "Bible Lessons," Book Three.**Assignment:** Chapters 13 to 16, pages 256 to 323. Continue the map work, and the diagram of the life of Jesus.**BIBLE — GRADE EIGHT**

(Grades seven and eight unite)

**Textbook:** "Bible Lessons," Book Four.**Assignment:** Lessons 101 to 107, pages 328 to 369. An average of four or five texts each day will complete this assignment. Some of these lessons should occupy an entire week's time. At the end of each topic's study, require memory Bible readings for review. Sometimes these may take the form of a dialogue or conversation among the members of the class.**Assignment from "Lessons in Daniel and the Revelation":** Revelation 8 to 14:5. The seven trumpets and the three persecuting powers,— the dragon, the leopard beast, and the two-horned beast.

The seven trumpets symbolize the events among nations during the Christian era; the three persecuting powers are such because of the union of church and state which they represent. The time covered by these is also the Christian era.

Present two or three of the following topics each week, giving two reviews, one after topic 7, the other after topic 12:

1. The first trumpet. Rev. 8:2-7.
2. The second, third, and fourth trumpets. Rev. 8:8-12.
3. The fifth trumpet. Rev. 9:1-12.
4. The sixth trumpet. Rev. 9:13-21.
5. The seventh trumpet. Rev. 10:7; 11:15-19.
6. "The mystery of God" finished. Revelation 10.
7. God's two witnesses. Rev. 11:1-13. Review.
8. Satan, a defeated foe. Rev. 12:7-12.
9. Satan's wrath shown in persecutions. Rev. 12:13-17.
10. The persecutions of the leopard beast. Rev. 13:1-10.
11. The two-horned beast. Rev. 13:11-18.
12. The triumph of the redeemed. Rev. 14:1-5. Review.

### GEOGRAPHY — GRADE FIVE

(Grades five and six unite)

**Textbook:** Morton's "Advanced Geography."

**Assignment:** Pages 25 to 42 inclusive. In this period's work, make clear the following points:

1. "Changes in the Earth's Surface," pages 22 to 27. Who is "the prince of the power of the air"? Eph. 2:2. Compare the work of this "prince" in nature with his work in our lives.

2. "Vegetation," page 27; "Animal Life" of land and ocean, pages 29 to 31. Changes wrought by rebellion and disobedience.

3. "Races of Men and Their Distribution," pages 31 and 32. See Genesis 11; "Bible Lessons," Book One, pages 60 to 65.

4. "Progress in Civilization," page 33; "Religion," page 42. Why has man fallen to this condition? Rom. 1:21-25.

5. "Occupations of Men," pages 34 to 40. What was the chief occupation before sin? What will be the chief occupation in the new earth? Why are our present occupations necessary?

6. "Government," pages 41 and 42. What changes have lately been made in the government of the nations? What is an ideal government? What nation most nearly approached the ideal?

7. Give four or five written review tests during the period.

**PHYSIOLOGY — GRADE SEVEN**

**Textbook:** Coleman's "Hygienic Physiology."

**Assignment:** Pages 138 to 183, chapter 7, "Food and Digestion."

**UNITED STATES HISTORY — GRADE EIGHT**

(Grades seven and eight unite)

**Textbook:** Dickson's "American History."

**Assignment:** Pages 329 to 447; "The Democracy Led by Jackson;" "Slavery Threatens the Union;" "Secession and Civil War."

**AGRICULTURE — GRADE EIGHT**

**Textbook:** Stebbins' "Principles of Agriculture."

**Assignment:** Chapters 1 to 15, pages 1 to 117: The Soil, Water and Soil, Seed and Its Needs, Some Characteristics of an Ideal Seed Bed, Problem Questions, The Garden, Seeds, Planting the Seeds, Care of Seedlings, Window Boxes, Beautification of the School Grounds, A Convenient Rural Home, Propagation of Plants.

Every pupil taking this work should be required to do efficient laboratory work in either a school garden or a home garden. His garden plot should be not less than 50 square feet. A pupil having a larger plot may justly receive extra credit. The real value of this study lies in the practical results.

Watch constantly for spiritual lessons. The field and the growing plant were the great sources of our Saviour's parables. Inspire the children with the desire to detect likenesses to heavenly things in their cultivation of the plants.

**READING AND LANGUAGE — GRADE FIVE**

**Textbook:** "True Education Reader," Book Five.

**Assignment:** Pages 182 to 236.

**Memory Work:** "Do It Yourself," page 184. Use this as class work, assigning one paragraph to each child, while all together recite the last paragraph and stanza. This makes a good exercise for some public occasion.

**Oral Language:** Give careful attention to all "Word Studies," "Sentence Studies," and "Words Often Misused." When conducting "Exercises for Conversation and Study,"



secure correct use of language in these conversations. Give plenty of oral drill on correct use of word forms on pages 196, 197, 213, 217, 227, especially sit, set; lie, lay; was, were; see, do, go, and their parts.

Teach pupils to *observe* punctuation marks and capitals about which they have studied. Give frequent drills on sentence combinations and on expressing thought in as few words as possible, such as are given on pages 186, 214, 233.

**Written Language:** Give sufficient drill on word forms listed under "Oral Language," to secure understanding of the same. See page 166.

In written compositions and *all other* written work, continue to emphasize form, paragraphs, punctuation, capitals, neatness, spelling, etc., until these features become correct habits with the pupils.

**Notebook Work:** Set of 20 test sentences on "word forms."

Set of 10 test sentences on "words often misused."

File in the form of poetry one of the poems given on pages 190, 191, 228.

File the last exercise on page 205.

File the composition on page 209 or that on page 225.

#### READING AND LANGUAGE — GRADE SIX

**Textbook:** "True Education Reader," Book Six.

**Assignment:** Pages 126 to 147; 165 to 174; 149.

**Memory Work:** Same amount as in previous periods. Pupils may select.

**To Be Omitted:** "Interrogative Pronouns," pages 131 and 132; "Conjunctive or Relative Pronouns," pages 169 and 170.

**Compositions:** Supplementary work as in previous periods.

#### READING — GRADES SEVEN AND EIGHT

**Textbook:** "True Education Reader," Book Six.

**Assignment:** Pages 317 to 336. Many of the selections for this period require careful study, and this phase of reading (thought getting) should not under any circumstances be neglected. Remember, the reading class is the teacher's golden opportunity to teach the pupil to gather thought from the printed page — an accomplishment that will be invaluable to

him in the persual of every other subject — that which will make him a true *student*. Do not be satisfied until every pupil has got out of every paragraph all there is in it for him. *Teach your pupils to STUDY.*

About one week should be spent on "The Cloud," page 317; and by that time, there should be but a step to the memorizing of this classic poem.

"The Sabbath," page 321, is another noble piece of literature. Spend sufficient time on it to render it with the good expression that is its due. Three days will probably be sufficient for "The Sabbath," pages 324 and 325.

"The Schoolroom of Nature," pages 325 and 326, is an easy poem, and two days should give it satisfactory attention.

Give about two weeks to a thorough study of "The Bare-foot Boy." Omit "Sentence Study," page 332; but use those portions of "Sentence Analysis," page 333, that deal with *thought*, omitting those portions that discuss the technicalities of clauses and phrases. Apply *thought analysis* to any sentence that needs elucidating. Memorize all of "The Bare-foot Boy." This is one of Whittier's best poems. Help the children to appreciate this American classic.

Get the lesson from "Experts Needed." Two days will be enough for this selection. Omit "Restrictive and Nonrestrictive Adjective Modifiers," page 336.

The reading assignment this period covers few pages, so as to give time to do better work in teaching pupils to read *intelligently*.

#### GRAMMAR — GRADE SEVEN

**Textbook:** Bell's "Natural Method in English," Revised.

**Assignment:** Lessons 76 to 96, pages 117 to 145.

**For the Teacher:** "Grammar Manual."

#### GRAMMAR — GRADE EIGHT

**Textbook:** Bell's "Natural Method in English," Revised.

**Assignment:** Lessons 207 to 224, pages 312 to 341.

**For the Teacher:** "Grammar Manual."

#### SPELLING — GRADE FIVE

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 89 to 92. Supplement as for first period.

**SPELLING — GRADE SIX**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Lessons 91 to 120, pages 143 to 149. Supplement as for first period.

**SPELLING — GRADE SEVEN**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Lessons 91 to 120, pages 181 to 187. Supplement as for first period.

**SPELLING — GRADE EIGHT**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Lessons 91 to 120, pages 217 to 222. Supplement as for first period.

**MANUAL ARTS — GRADES FIVE TO EIGHT**

**Sewing for Boys:** Darning one pair of stockings.

**Textbook in Woodwork for Boys:** "Bench Work for Grammar Grades."

**Assignment:** Pages 53 to 65.

**For the Notebook:** Working drawings of all models constructed; two-page composition on screws; one-page composition on three-ply lumber.

**Textbook in Sewing for Girls:** "Elementary Sewing," Part Two.

**Assignment:** Pages 19 to 26. All work required. See also suggestions for first period, pages 96, 97.

**For the Notebook:** Samples pressed, mounted, and described; two-page composition on the story of cotton.

**ARITHMETIC — GRADE FIVE**

**Textbook:** Stone-Millis "Intermediate Arithmetic."

**Assignment:** Pages 79 to 100.

**For the Teacher:** "Arithmetic Manual," pages 26 to 28.

**ARITHMETIC — GRADE SIX**

**Textbook:** Stone-Millis "Intermediate Arithmetic."

**Assignment:** Pages 216 to 240.

**For the Teacher:** "Arithmetic Manual," pages 46 to 48.

**ARITHMETIC — GRADE SEVEN****Textbook:** Stone-Millis "Advanced Arithmetic."**Assignment:** Pages 90 to 104.**For the Teacher:** "Arithmetic Manual," pages 68 and 69.**ARITHMETIC — GRADE EIGHT****Textbook:** Stone-Millis "Advanced Arithmetic."**Assignment:** Pages 221 to 236.**For the Teacher:** "Arithmetic Manual," pages 88 to 90.**Fifth Period****BIBLE — GRADE SIX**

(Grades five and six unite)

**Textbook:** "Bible Lessons," Book Three.**Assignment:** Chapters 17 and 18, pages 324 to 401. Continue the map work and the diagram of the life of Jesus.**BIBLE — GRADE EIGHT**

(Grades seven and eight unite)

**Textbook:** "Bible Lessons," Book Four.**Assignment:** Lessons 108 to 115, pages 369 to 412. An average of from four to five texts each day will complete this assignment in five weeks, leaving the sixth week for review and examination. Follow suggestions given for lessons in previous periods.**Assignment from "Lessons in Daniel and the Revelation":** Rev. 14:6 to chapter 18 inclusive. Two great lines of study are included in this assignment, the three angels' messages and the seven last plagues. Present about two of the following topics each week:

1. The first and second angels' messages. Rev. 14:6-8.
2. The third angel's message. Rev. 14:9-13.
3. The harvest of the earth. Rev. 14:14-20; 15:2-4.
4. Review.
5. The seven last plagues. Revelation 15.
6. Pouring out of the first five plagues. Rev. 16:1-11.
7. The sixth and seventh plagues. Rev. 16:12-21.
8. The judgment of "Babylon the Great." Rev. 17:1, 4-6, 8, 14, 15.

9. "Come out of her, My people." Rev. 18: 1-14.
10. The final overthrow of Babylon. Rev. 18: 15-24.
11. Review.

Up to this point, the time covered by each group of subjects has been the entire Christian era. The three angels' messages cover the last generation; the seven last plagues cover "one day"—the very last of earth's history.

The three angels' messages are given for the purpose of revealing the true character of Satan's plans with the church and the nations; the seven last plagues are the awful climax of his wicked reign. Make plain to the children the relation of these large units of thought.

### GEOGRAPHY — GRADE FIVE

(Grades five and six unite)

**Textbook:** Morton's "Advanced Geography."

**Assignment:** Pages 43 to 59 inclusive. Spend at least six days on the review given on page 43. Every question should receive thorough attention. Vary the manner of conducting these recitations, so that they will not be dry and tiresome.

During this period, every child should be able to draw from memory the map of North America, locating all the physical and political features studied. A series of four maps of the United States, indicating surface, drainage, productions, and industries, should be developed. Relief maps should be made by the pupils. Drill on quickly locating from a wall map any state in the union. A dissected map of the United States will help — fixing both outline forms and relative location of various states.

Compare the general and state governments with the government of your local town.

### UNITED STATES HISTORY — GRADE EIGHT

(Grades seven and eight unite)

**Textbook:** Dickson's "American History."

**Assignment:** Pages 448 to 539; "Reconstruction," "The New Union."

### PHYSIOLOGY — GRADE SEVEN

**Textbook:** Coleman's "Hygienic Physiology."

**Assignment:** Pages 184 to 237, chapter 8, "The Nervous System."

### AGRICULTURE — GRADE EIGHT

**Textbook:** Stebbins' "Principles of Agriculture."

**Assignment:** Chapters 16 to 30, pages 118 to 238: Harvesting and Marketing, An Agricultural Club, Roots, The Stem, The Leaves, The Flower, Improvement of Soil, Weeds, Insects, Birds, Plant Diseases, Trees.

Continue to watch for lessons of spiritual truth. Remember, the natural is but the symbol, the spiritual is "the *true* [real] vine." Do not stop short of the *reality* in this study.

### READING AND LANGUAGE — GRADE FIVE

**Textbook:** "True Education Reader," Book Five.

**Assignment:** Pages 237 to 293.

**Articulation:** Put grades 5 to 8 together for articulation drills, giving one lively drill each week, following the order given for "General Exercises," pages 173 to 175.

**Memory Work:** Two of the following:

"The First Passover," page 246.

"Your Own," page 275.

"Evening at the Farm," page 281.

No memory work should be required or expected, until the selections have been thoroughly studied and the class has been drilled upon them. By that time, the work of memorizing will be half done, and the pupils will know *how* to give expression, because they will understand and enjoy the thought.

**Language for Special Attention:** All studies on correct use of words, and on good expression of thought.

#### For the Notebook

1. Write one of the memorized poems.
2. Composition, page 245.
3. Sentence study, page 268.
4. Sentence study, page 284.
5. Composition, page 292.

**To Be Omitted:** All of page 241; "Names" and "Sentence Study," page 250; first half of page 258; "Sentence Study," page 263; "Nouns," pages 267, 268; "Word Study," pages 274, 278; "Sentence Study," pages 290, 291; "Pronouns" and "Sentence Study," page 293.

**READING AND LANGUAGE — GRADE SIX**

**Textbook:** "True Education Reader," Book Six.

**Assignment:** Pages 175 to 205; 150, 151.

**Memory Work:** Same total as for previous periods.

**To Be Omitted:** "Adverbs, Adverbial Phrases, Adverbial Clauses," pages 178 and 179; "Kinds of Adjectives," page 182; "Adverbial Modifiers," pages 182 and 183; "Predicate Adjectives and Predicate Nouns" and "Adverbial Modifiers," pages 185 and 186; "Definitions," page 192; "Review," first part only, page 196; "Adjective Phrases and Adjective Clauses," pages 204 and 205.

**Composition:** Supplementary work as in previous periods.

**READING — GRADES SEVEN AND EIGHT**

**Textbook:** "True Education Reader," Book Six.

**Assignment:** Pages 337 to 361. Review the instruction given for reading on pages 89, 91-93, 115, and 116.

Proportion of time needed for selections this period:

Page 337, "The Song of Moses," 7 lessons.

Page 340, "The Song of Moses and the Lamb," 2 lessons.

Page 341, "Duties and Responsibilities of Woman," 4 lessons.

Page 343, "Inasmuch," 3 lessons.

Page 345, "A Purpose in Life," 4 lessons.

Page 348, "Our Relation to Our Neighbors," 4 lessons.

Page 349, "My World of Books," 3 lessons.

Page 351, "God's Building," 3 lessons.

Page 352, "David Brainerd," 4 lessons.

Page 355, "The Power of Wisdom," 4 lessons.

Page 357, "Autumn," 3 lessons.

Page 359, "What Is a Minority?" 5 lessons.

Page 360, "The Guardian Angel," 4 lessons.

**Memory Work:** "My World of Books," page 349, *or*  
"Autumn," page 357.

"What Is a Minority?" page 359.

Stanzas of the pupil's choice from pages 337, 348, 355.

**GRAMMAR — GRADE SEVEN**

**Textbook:** Bell's "Natural Method in English," Revised.

**Assignment:** Lessons 97 to 116, pages 145 to 174.

**For the Teacher:** "Grammar Manual."

**GRAMMAR — GRADE EIGHT**

**Textbook:** Bell's "Natural Method in English," Revised.

**Assignment:** Lessons 225 to 241, pages 342 to 373.

**For the Teacher:** "Grammar Manual."

**SPELLING — GRADE FIVE**

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 93 to 96. Supplement as for first period.

**SPELLING — GRADE SIX**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Lessons 121 to 150, pages 150 to 154. Supplement as for first period.

**SPELLING — GRADE SEVEN**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Lessons 121 to 150, pages 188 to 192. Supplement as for first period.

**SPELLING — GRADE EIGHT**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Lessons 121 to 150, pages 223 to 228. Supplement as for first period.

**MANUAL ARTS — GRADES FIVE TO EIGHT**

**Sewing for Boys:** Darning one pair of stockings.

**Textbook in Woodwork for Boys:** "Bench Work for Grammar Grades," Book One.

**Assignment:** Pages 66 to 74.

**For the Notebook:** Working drawings of all models made; one-page composition on stains and staining; answers in full sentences to the questions on page 74; list of ten cautions and special points to be remembered that have been learned thus far during the course. For examination and grading, see second period, page 105.



**Textbook in Sewing for Girls:** "Elementary Sewing," Part Two.

**Assignment:** Pages 26 to 32. Dolls' garments or larger garments for girls in grades seven and eight may be substituted for any models suggested in the textbook this period. Stenciling may be omitted, if desired. Hemstitching should be given above the fifth grade.

**For the Notebook:** Samples mounted and described; two-page or three-page composition on the story of thimble, pins, and needles.

#### ARITHMETIC — GRADE FIVE

**Textbook:** Stone-Millis "Intermediate Arithmetic."

**Assignment:** Pages 101 to 121.

**For the Teacher:** "Arithmetic Manual," pages 28 to 30.

#### ARITHMETIC — GRADE SIX

**Textbook:** Stone-Millis "Intermediate Arithmetic."

**Assignment:** Pages 241 to 258.

**For the Teacher:** "Arithmetic Manual," pages 48 to 50.

#### ARITHMETIC — GRADE SEVEN

**Textbook:** Stone-Millis "Advanced Arithmetic."

**Assignment:** Pages 105 to 129.

**For the Teacher:** "Arithmetic Manual," pages 69 to 72.

#### ARITHMETIC — GRADE EIGHT

**Textbook:** Stone-Millis "Advanced Arithmetic."

**Assignment:** Pages 237 to 252.

**For the Teacher:** "Arithmetic Manual," pages 90 to 92.

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## Sixth Period

**Conference Examinations:** This is the period for the yearly conference examinations in seventh or eighth grade Bible, the final work in nature, physiology, geography, United States history, agriculture, reading, grammar, spelling, arithmetic, penmanship, music, and manual arts. Only those pupils who have completed their work should take these examinations. The examinations should be given the second week before the close of school, the papers corrected and for-

warded to the superintendent seven days before the close of school. The pupils' return grades should then be received to be distributed the last day of school. Pupils should use the last week for finishing any required notebook work, for studying with the teacher the final examination questions, and for preparing for camp meeting exhibit and closing exercises of the school.

#### BIBLE—GRADE SIX

(Grades five and six unite)

**Textbook:** "Bible Lessons," Book Three.

**Assignment:** Chapter 19, pages 402 to 461. Complete the map work and the diagram of the life of Jesus. If the work has been faithfully done during the year, the review on pages 456 to 461 will be a pleasure, and the pupils will be able to secure a good grade. For ways of varying the review lessons, see "Bible Lesson Manual," page 58.

#### BIBLE—GRADE EIGHT

(Grades seven and eight unite)

**Textbook:** "Bible Lessons," Book Four.

**Assignment:** Lessons 116 to 120, pages 412 to 438. If about seven texts a day are given, the advance work can be completed in two weeks, leaving two weeks for general review, the fifth week for conference examinations, and the sixth week for closing of the school year.

**Assignment from "Lessons in Daniel and the Revelation":** Revelation 19 to 22. These chapters record the triumph of Christ over Satan. The following studies should be completed in about two weeks, leaving three weeks for general review and conference examinations, and the last week for the closing work of the school year.

1. The hallelujah chorus at the marriage of the Lamb. Rev. 19: 1-10.
2. The wicked shall be no more. Rev. 19: 11-21.
3. Satan's time for reflection. Rev. 20: 1-3, 5, 7-10.
4. A thousand years in heaven with God's great record books. Rev. 20: 4-6, 11-15.
5. "A new heaven and a new earth." Rev. 21: 1-10.
6. "The holy city." Rev. 21: 11-27; 22: 1, 2.
7. "No more curse." Rev. 22: 3-9.
8. "Come," "for the time is at hand." Rev. 22: 10-21.

**NATURE — GRADE SIX**  
(Grades five and six unite)

**Textbook:** "Bible Nature Series," Number Three.

**Assignment:** Chapters 9, 6 (excepting lessons 44, 46, and 53), 12 to 16: Air Animals, Plants, The Sabbath, The Fall of Man, The Flood, The Final Destruction, The New Earth. The conference examination in nature study will be on the chapters required. Fifth grade pupils do not take this examination. They will finish their work in nature study next year.

**PHYSIOLOGY — GRADE SEVEN**

**Textbook:** Coleman's "Hygienic Physiology."

**Assignment:** Pages 238 to 266 and general review of year's work.

**UNITED STATES HISTORY — GRADE EIGHT**

(Grades seven and eight unite)

**Textbook:** Dickson's "American History."

**Assignment:** Give the first four weeks of this period to a general review of the year's work. During the fifth week, give the conference examination to both grades. Grade seven (next year grade eight) will take finishing geography with the new grade seven next year.

**AGRICULTURE — GRADE EIGHT**

**Textbook:** Stebbins' "Principles of Agriculture."

**Assignment:** Chapters 31 to 41, pages 239 to 344: The Origin of Soil, How to Grow the Sweet Pea, The Cow, The Weather, Potatoes, How to Grow Corn, Poultry and Pigeon Raising, Cotton, Sugar Beets, Public Health, The Mosquito and the House Fly. Teachers may omit chapters dealing with those products which are not raised in the vicinity of the school. Others may be substituted if desired. Review the semester's work.

Correct the error in chapter on "Origin of Soil."

**READING AND LANGUAGE — GRADE FIVE**

**Textbook:** "True Education Reader," Book Five.

**Assignment:** Pages 294-347. For drills and examination standards, see plans for grade three, page 75.

**Memory Work:**

1. "The Home of Our First Parents," page 333, *or*  
"The New Jerusalem," page 339, for class work.
2. "Between Two Angels," page 302, *or*  
"Woodman, Spare That Tree," pages 326 and 327,  
stanzas 7 to 10.
3. "Farewell," page 347.

**Language Work:** Give careful attention to work on pages 309, 311, 313, 319; "Words often misused," page 322; and "Word Study," page 328.

Prepare paragraph outlines and write compositions based on the following selections:

- "Adoniram Judson," page 294.
- "The Power of Habit," page 317.
- "The Home of Our First Parents," page 333.
- "The New Jerusalem," page 339.

Preserve two of the compositions in the notebook.

**To Be Omitted:** "Sentence Study" and "Word Study," page 300; "Word Study," pages 303, 307; "Adjectives" and "Exclamatory Words," page 320; "Parts of Speech," page 322; "Word Study" and "Sentence Study," page 324; first two sections on page 328; all language exercises on pages 332 and 339; "Word Study," pages 344, 345.

**READING AND LANGUAGE — GRADE SIX**

**Textbook:** "True Education Reader," Book Six.

**Assignment:** Pages 206, 207; 152 to 155; and review.

**Memory Work:** "May," page 152. Review memory work of the year. Grading: For not less than 200 lines recited with good expression and without prompting, first grade; for not less than 150 lines, second grade; for not less than 100 lines, third grade.

**To Be Omitted:** "Adjective Phrases," page 208.

**Composition:** The pupil should have in his language notebook at least fifteen well written compositions for the year.

**READING — GRADES SEVEN AND EIGHT**

**Textbook:** "True Education Reader," Book Six.

**Assignment:** Review "Qualifications for a Finishing Grade" as outlined in first period, pages 92, 93. For tests on

ability to gather thought correctly and quickly from the printed page, give time limit exercises, using new material selected from pages 362 to 437 of Book Six.

**GRAMMAR — GRADE SEVEN**

**Textbook:** Bell's "Natural Method in English," Revised.

**Assignment:** Lessons 117 to 137, pages 175 to 209.

**For the Teacher:** "Grammar Manual."

**GRAMMAR — GRADE EIGHT**

**Textbook:** Bell's "Natural Method in English," Revised.

**Assignment:** Lessons 242 to 258, pages 373 to 398.

**For the Teacher:** "Grammar Manual."

**SPELLING — GRADE FIVE**

**Textbook:** Hale's "Primary Speller."

**Assignment:** Pages 97 to 100. Supplement as for first period, page 95.

**SPELLING — GRADE SIX**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Lessons 151 to 160, and review, pages 155 to 160.

**SPELLING — GRADE SEVEN**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Lessons 151 to 160, and review, pages 193 to 198.

**SPELLING — GRADE EIGHT**

**Textbook:** Hicks's "Champion Spelling Book."

**Assignment:** Lessons 151 to 160, and review, pages 229 to 238.

Pupils finishing spelling should know the following rules for spelling and be able to apply them:

1. Doubling the final consonant.
2. Retaining or dropping final silent *e*.
3. Formation of plurals.
4. Changing final *y*.
5. *i* before *e*.

These rules may be found in the pupils' readers.

**MANUAL ARTS — GRADES FIVE TO EIGHT**

**Gardening for Boys and Girls:** Gardening in our church schools should be of two kinds,—individual garden beds, either flowers or vegetables, and general landscape gardening.

**Landscape Gardening:** For the purpose of improving and beautifying the school grounds, get your school board interested in grading and leveling off the grounds in front of the building. Dress off the surface with a little rich soil or fertilizer. Seed it down with a lawn mixture which your local seedsman may recommend; or prepare a little mixture yourself composed of blue grass, redtop or orchard grass, white clover, and Japanese clover. Some of this will grow in almost any locality. Sow a little rye with it, as the rye will come up and make your lawn look green at once, and will protect the small grass. In some localities of the South, it may be well to set Bermuda grass as some local man may direct.

Beautify the grounds by setting out a few ornamental ever-green or flowering shrubs. Set a few low ones against the foundation of your building, to dress up its bare walls, or place a single specimen in each corner on either side of the steps. You might also plant a long bed of shrubs along the fence at the side of your grounds; so that after they have grown up, they' will form a dense bank against the fence. Plant the higher shrubs in the back, and low ones in front. This will leave a wide stretch of lawn in the middle of your grounds, where other things should not be planted to obstruct the view. If you should desire to place something out here, it should be a low bed in the corner of the walks, or a shade tree that will grow up and that can be kept trimmed so that you can see under it.

The higher shrubs suggested are snowballs, lilacs, weigelas. The medium in height are spiræa and althæa (rose of Sharon); the low ones, barberry, abelia, and hydrangea. The above collection will furnish something in bloom almost continuously from March until September. Arrange for their care during the summer vacation, especially during the first year. Dig about them a little each spring, and trim them up a little, and they will do the rest. They are valuable because they do not require constant care and will endure much rough usage incident to public grounds, as well as add permanent beauty to the premises. Plant freely of the snowballs,

spiræas, and hydrangeas. For evergreens, plant American or Chinese arbor vitæ, dwarf golden arbor vitæ, English juniper, or Irish juniper. For larger evergreens, plant Norway spruce or hemlock. A crimson Rambler, a pink Rambler, or a Dorothy Perkins rose, properly set where it will climb a veranda post or hang over the fence, will add much to the appearance of the place. A few ever blooming roses might with profit be planted among the shrubs. Write to a reliable local nursery company for their catalogue. Lead your pupils to become enthusiastic about growing things.

If the grounds about the church are barren or unkept, try to interest the church officers in dressing up the place so that its general appearance will recommend the sacred truth for which the church stands.

Encourage your patrons to grow good gardens of vegetables; also use your influence in getting them to set out a little small fruit,—strawberries, early harvest blackberries, grapes, or a few peaches.

The early harvest blackberry is desirable because the fruit ripens ten days or two weeks earlier than the wild blackberry, and because it is so much more easily picked and grows larger. This berry is wonderfully productive if a little stable fertilizer or leaf mold can be worked in around the roots once a year.

The Concord grape is most popular in the East. In setting it out, put underneath the roots a pint of bone meal mixed with the soil. Do everything you can to bring into the community a spirit of thrift, and of obedience to God's original command to "subdue" the earth.

### **Individual Gardening**

**Weather:** Teach pupils to judge and record winds and temperature, kinds and meanings of clouds, study of thermometer and barometer.

**Soil:** Chemical properties; growing plants with different food elements; pupils make and record their own experiments, showing that plants eat, drink, and require soil, moisture, heat, and light. Quality of food and quantity of moisture used.

**Seeds:** Collect and classify seed used. Recognition of common vegetable, flower, and fruit seeds at sight. Tree seeds, seed testing. How to plant seeds.

**Plant Reproduction:** Study of tubers and bulbs. Reproduction from stem, leaf, and root cuttings; division and layering.

**Beds:** Preparation of soil and laying out the garden. Vegetable garden. Flower garden. Wild flower garden. See pages 80 to 82.

**Plants:** Study of biennials and perennials. Making a hot-bed and a cold frame. Transplanting. Diseases and insects common to plants grown by pupils.

**Records:** Pupils record in notebook the work done, and observations and experiments made.

**Crops:** Gathering and disposing of crops. Tithing and missionary money. Spiritual lessons learned from experiments and work.

**Examinations and Grading:** In giving pupils a grade in gardening, two things should be considered: theory, including a knowledge of seeds, soil, climate, tools, etc., for which the pupil should be marked on a scale of 30 per cent; practice, including home and school gardens, care of tools, size of garden, faithfulness in care of garden, lawn, yard, etc., and actual results,— amount, quality, value, and disposition of crops. This practical work should be marked on a scale of 70 per cent. Total, 100 per cent.

#### ARITHMETIC — GRADE FIVE

**Textbook:** Stone-Millis "Intermediate Arithmetic."

**Assignment:** Pages 121 to 136 and review.

**For the Teacher:** "Arithmetic Manual," pages 30 to 32.

#### ARITHMETIC — GRADE SIX

**Textbook:** Stone-Millis "Intermediate Arithmetic."

**Assignment:** Pages 258 to 276 and review.

**For the Teacher:** "Arithmetic Manual," pages 50 to 52.

#### ARITHMETIC — GRADE SEVEN

**Textbook:** Stone-Millis "Advanced Arithmetic."

**Assignment:** Pages 129 to 144 and review.

**For the Teacher:** "Arithmetic Manual," pages 72 and 73.

#### ARITHMETIC — GRADE EIGHT

**Textbook:** Stone-Millis "Advanced Arithmetic."

**Assignment:** Pages 253 to 279 and review.

**For the Teacher:** "Arithmetic Manual," pages 92 to 94.



# Part III. General Exercises

## OUTLINES BY PERIODS

### First Period

#### PENMANSHIP — GRADES ONE TO FOUR

**Textbook:** Palmer's "Writing Lessons for Primary Grades." "Teachers' Guide" to "Writing Lessons for Primary Grades" in hands of teacher. The "Teachers' Guide" is given free to teachers whose pupils have been provided with copies of "Writing Lessons for Primary Grades."

**Materials:** For first and second grades, good quality paper, 6 by 9 inches, with blue lines three eighths of an inch apart; full length pencils properly pointed. For grades three and four, the same kind of paper as for the first grade, a medium coarse pen, and good ink that flows well.

**What to Accomplish:** 1. Correct position of body, arm, hand, pen or pencil, and paper. Dwell especially on the upright position of the hand. Teach left-handed pupils that the right hand is the right hand to write with. Do not allow a pupil to grow up with the awkward habit of writing with his left hand.

2. Concert work on exercises 1 to 4, pages 8 to 11 of pupils' textbook, using descriptive phrases mentioned on page 5 of "Teachers' Guide." Study carefully "Teachers' Guide," pages 3 to 12.

3. Speed of 80 to 100 counts in half a minute for movement drills.

4. Ability of pupils to respond promptly and all together to position signals one, two, three, four, as described in "Teachers' Guide," page 9.

5. Blackboard practice on letter forms given on pages 12 to 17 of pupils' textbook. See "Guide," pages 12 to 16.

6. Correct position during all periods in which writing is done, and not merely at the special penmanship period.

7. With grades three and four, secure position of thumb, first and second fingers, direction and slant of penholder, distance of pen from finger, use of ink without soiling the hands or blotting the paper, good arm control, good letter and figure formation.

8. Preserve a specimen of the penmanship of each pupil in grades two to four, written the first day of school, with

pupil's name and date of writing. At the end of each period, file a new specimen with this first one for the purpose of observing and encouraging progress on the part of the pupil. Specimen sentence for first grade: "O see me," written ten times in one minute — five lines, twice on a line.

9. Grade the pupils once a week on position, movement, speed, form, and home practice, grading each on the scale of 20%. Standard speed for primary pupils is 60 letters a minute in writing memorized sentences. Pupils who write so swiftly that reasonably good formation is an impossibility should be marked correspondingly low in speed, just as the pupil is marked low in speed who writes so slowly that tremulous lines are the result. Grades in penmanship should be based more upon the *daily writing habits* than upon the single supreme effort of the penmanship period.

10. A ten-minute period four times a week should be given all pupils. The best time for this exercise is immediately after the general exercises every morning except Wednesday, which is Missionary Volunteer day. Pupils in grades two to four should be expected to practice at home twenty minutes a day regularly. Try the plan of grouping proficient pupils, described on page 10 of "Teachers' Guide."

#### PENMANSHIP — GRADES FIVE TO EIGHT

**Textbook:** "Palmer Method of Business Writing."

**Assignment:** Lessons 1 to 24, pages 2 to 36.

**For the Teacher:** "Teachers' Guide" to "Writing Lessons for Primary Grades."

**Materials:** Good quality writing paper in sheets  $8\frac{1}{2} \times 11$  inches, space lines  $\frac{3}{8}$  inch apart; a medium coarse pen, and straight penholder; ink that flows well; a good soft blotter, and soft leather penwiper — one made from a pair of old kid gloves is fine.

**First Specimen:** Secure this first specimen of each pupil's handwriting at the first writing period of the year, following the model given on page 6 of the pupil's textbook. With these specimens file another at the end of each period, and note the pupil's progress.

**Position:** At the beginning, require each pupil to understand correct position, and then to use it in all daily written work.

**Movement:** Only as the pupil applies the muscular movement in all daily work can it count in his progress in penmanship. "Without conflicting with other subjects, it is possible to lay the foundation for an excellent handwriting in one school year with but fifteen to thirty minutes' daily study and practice and the employment of muscular movement in all written work just as soon as possible."

**Time for Practice:** Ten minutes four times a week — every day except Wednesday, which is Missionary Volunteer Day — should be given to penmanship drills under the supervision and instruction of the teacher. In addition to this, each pupil should be required to spend at least twenty minutes a day in home practice. The best time in the school program for the penmanship drill is immediately after the morning and the general exercises. At this time, the pupil's nerves are calm, his hands clean, the materials can be distributed before school opens, and the mind may thus be fortified by right writing ideals for the rest of the written work during the day.

**Speed:** See rate of speed on page 95 of the textbook.

**Form:** Give as much attention as possible to form without sacrificing position and movement.

**Grading:** Grade the pupils once a week in position, movement, speed, form, and home practice, each on the scale of 20 per cent. Record the grade on "Pupil's Daily Class Record" cards. Each grade should be based more upon the daily writing *habits* than upon the single effort of the penmanship period. A pupil who observes correct position of body, hand, and pen during the writing period, and then persistently disregards this vital matter during the rest of the day, should be marked zero in position. The same is true of movement. These weekly grades should be averaged with the test at the close of the period, for the period's grade.

The following is the test specimen for first period, the entire test to be written in five minutes. The pupil may first write the copy, and have it before him for reference while writing his time test.

1. Five lines of capital A, each line containing three groups of five each.

2. Two lines of capital O, each line containing three groups of five each.

Two lines of capital C, each line containing three groups of five each.

3. Three lines of the word "Common," four words in a line.

4. Three lines of the word "Annum," four words in a line.

5. Three lines of the word "Omen," six words in a line.

File this test specimen with the one written at the first writing period of the year. Always put the date on test specimen papers.

#### **DRAWING — GRADES ONE TO EIGHT**

Any subject worthy of a place in the curriculum is a part of the educational unit, and as such, has a definite relation to the other subjects. Drawing is no exception. It is not a subject to be fenced off by itself. Its function is to beautify and enrich the various thought subjects or to make clearer to the mind those lessons which otherwise might remain vague and indistinct. It is also valuable in developing an observing eye and a skillful hand. Aside from the drills and exercises necessary to an intelligent understanding of the mechanics of drawing, the entire effort of the teacher should be given to applied art and an appreciation of the beautiful. This applied art may be given either at the drawing period or at the time assigned to the subject where the application is to be made. Three of the child's best drawings should be filed in a portfolio each period for exhibit work and final examinations. "Applied Art," by P. J. Lemos, is recommended for the use of the teacher of drawing.

**Special Features:** Line and flat form construction involving two dimensions only; studies based on circle, square, triangle, oblong. Teach how to handle a pencil in drawing horizontal, vertical, slanting, and curved lines. Teach how to "block out" forms of objects. Work to be largely imitative. Tones from black to white. Draw fences and gates, chairs, tables, beds, dressers, tubs, benches, washboards, clothes on line, in two dimensions only. Teach six standard colors from crayolas; spreading of crayola smoothly, evenly, and within given limits.

**Mediums:** White and black crayons or crayola; chalk at blackboard; lead pencil (Milton Bradley sketch pencil is recommended); colored crayolas for primary grades.

**Time:** About 50 minutes a week — 25 minutes on Tuesday and Thursday, alternating with music on Monday and Wednesday. The period on Friday should be given to junior consecration meeting.

### Application to Various Subjects and Adaptation to Different Grades

*Primary Bible:* Objects of creation week — trees in mass, fruits and simple flower forms. Tracing; use of hectograph outlines; cutting out pictures; laying borders and all-over designs by repetition and alternation of nature objects and geometrical forms. Illustration of Bible memory verses. Decoration of language or Bible notebooks.

*Nature:* Drawing tree forms in mass or silhouette; leaf designs in four geometrical forms; forms of vegetables, fruits, grasses, cat-tails, clouds, to illustrate nature studies. Draw forms of apples, pumpkins, beets, melons, squashes, lemons, oranges, bananas. Older pupils may draw divided fruits and vegetables, singly or in groups, based on the form of a hemisphere. Use drawings to illustrate nature notebook.

*Geography:* Drawing maps to scale in notebook or on blackboard.

*Physiology:* Drawing in notebook a section of skin, a section of bone, and various shapes of bones.

### MUSIC — GRADES ONE TO FOUR

**Textbook:** "The Progressive Music Series," One-Book Course, published by Silver, Burdett, and Company, for third and fourth grade pupils only. This book has not been adopted by the Department of Education, though it is used in a number of our church schools. Like most other books prepared for other schools, it has some good things and some things that we cannot approve. But until something better is provided for our use, we may be able to use this textbook by making certain changes and omissions. The pedagogy of this text is certainly excellent, and the "One-Book Course" is adapted to schools where one teacher must carry all the grades of the elementary school. The "Teachers' Manual for the One-Book Course" should be in the hands of every teacher using the pupils' book in school; also a chromatic pitch pipe for starting songs.

**Assignment:** Chapter one, pages 5 to 10. Not less than a total of fifty minutes a week should be given to class work in music.

**Characteristic of This Period:** Melodies based upon the tonic chord.

Change the words on page 10 to read :

“I saw a tiny airship go floating down the lane;  
 The breezes bore it upward, then let it down again.  
 The dainty little birdman looked featherlike indeed;  
 I asked, ‘What is your name, sir?’ He answered, ‘Thistle seed.’  
 And then across the meadow, he steered his airship light;  
 And soon, among the grasses, he disappeared from sight.”

Keep the children’s voices light and sweet. Discourage all loud, shrill singing. Try to make the singing express the thought and feeling of the words. By ear training and scale exercises, work to help monotone voices.

The children of the lower grades should, if possible, have some time when they may sing songs especially adapted to their interests — motion songs, and songs correlated with their Bible or nature stories.

Encourage the children to sing individually as well as in concert. So far as possible, memorize the songs, and often sing without reference to the book. Always learn the songs by rote before beginning any analytic work.

### Steps in Studying a Song

#### 1. Teach the song by rote.

To arouse interest in the song, the teacher should sing it on several successive days. Tell the story of the song and explain unfamiliar words. Teacher sing the first phrase clearly and distinctly, with gestures if desired. Let the pupils repeat. When the first phrase is learned, teach the second phrase in like manner. Join the two phrases. Likewise, teach the remaining phrases. Pupils in the third and fourth grades may follow the text while learning the song, and thus incidentally learn something of staff notation.

#### 2. Study the phrase repetitions, using the words.

The teacher sings the first phrase, the pupils sing the second, thus alternating to the end of the song. Pupils sing phrases by rows, each row singing one phrase. Individual pupils sing, each pupil singing one phrase. Teacher sings phrase with *loo*. Pupils sing the same phrase or phrases, using words. Pupils note similar phrases.

#### 3. Study the phrases, using the *so-fa* syllables.

In learning the *so-fa* syllables, make constant use of the blackboard, in addition to the book in the hands of third and fourth grade pupils. Charts made of large Manila sheets on

which at least the staff notation is written, will also be a great help. If these are used, the pupil will not need a textbook.

4. Study the motives — the phrases sung with the syllable *loo* or *la*, and the music figures — tone-words.

The following figures (tone-words) occur in the music for this period :

do-mi-so-do <sup>1</sup>	do-mi-so	mi-so-do <sup>1</sup>	mi-so-do-mi <sup>1</sup>
do <sup>1</sup> -so-mi-do	so-mi-do	do <sup>1</sup> -so-mi	mi <sup>1</sup> -do-so-mi

Teacher sings the figure with *loo*, pupils respond with *so-fa* syllables. This develops a discriminating musical ear. Perception cards for visualization drills, containing these tone-words transposed into staff notation, will be found very helpful. These tone-word drills are to music what the sight-word drills are to reading.

There are 75 tone-words in the music vocabulary for grades one to four ; and before being promoted from grade four, the pupil should have thoroughly memorized these both by ear and by eye.

5. Study of music notation.

This consists of a study of each song, using the staff notation. An entire song should be written on the blackboard or on large charts. From this, the pupils sing the song with the words, with *loo*, and with the *so-fa* syllables. For the purpose of testing the pupils' ability to recognize phrases by sight or by ear, the teacher may sing a phrase selected at random, which individual pupils will locate on blackboard or chart; the teacher points out phrases at random, which individual pupils recognize and sing with correct *so-fa* syllables; pupils point out repeated phrases, singing each with *so-fa* syllables. Study the tone-words in the same way.

Study the staff as consisting of five lines and four spaces. Teach the location of tone-words on the staff in the two keys — "line *do*" and "space *do*." The location of tone-words may change, but the tone-words themselves are always the same.

### MUSIC — GRADES FIVE TO EIGHT

**Textbook:** "The Progressive Music Series," One-Book Course.

**Assignment:** Where technical instruction in music is introduced for the first time, the older pupils may work with the younger ones during the first semester, or until they have

mastered the rudiments of music, or until it is apparent that the progress of both divisions is seriously hindered by this combination. See music for grades one to four, first period.

Pupils who have done the work of grades one to four are ready for Part Two of the textbook. Assignment for this period, chapters 6 and 7, pages 33 to 45. This assignment requires about two pages a week. In studying a song, there will still be help in following the "five steps" as given for grades one to four, pages 136, 137.

*Special Problems:* The quarter note and the eighth note in the major scale.

*Key Signatures:* Teach the pupils to determine the staff location of *do* from the key signature, as follows:

When flats are in the signature, the flat farthest to the right is on the same staff degree as *fa*. Therefore *so* is on the next staff degree above. Locate *so-mi-do* on descending lines or spaces.

When sharps are in the signature, the sharp farthest to the right is on the same staff degree as *ti*. Therefore, if *ti* is on a line, *so-mi-do* will be found on the next three descending lines; if *ti* is on a space, *so-mi-do* will be found on the next three descending spaces.

With no sharps or flats in the signature, *do-mi-so* are on the first line below, the first and second lines of the staff.

Pupils should be able to locate the tonic chord from *do* instantly in any key.

*Time Signatures:* Teach the meaning of the figures following the key signatures; the time value of whole, half, quarter, and eighth notes; the half and quarter rests; the effect of a dot following a note; measure groups; accented and unaccented beat groups.

**Tone-word Drills:** Give review drills on the 75 tone-words listed for grades one to four. Add to these, new combinations of scale tones of the tonic chord.

**Sight Reading:** Teach the pupils to read with the *so-fa* syllables; but teach them also to think tones in their relationship to each other, independent of syllables. For general chorus singing, use "Christ in Song" rather than Part Three of the pupil's textbook. Some songs in Part Three are excellent, but many are not in keeping with church school work; as, 114, 115, 116, 118, 121, 125, 126, 138, 139, 140, 141, 144,



152, 153, 160, 161, 162, 163, 164. Let all work in music be in harmony with the spirit of Christian education. Avoid and discourage all frivolous music. Teach pupils to appreciate the lofty sentiment of our noble hymns, and to sing with the spirit and with the understanding. Children properly taught do not care for cheap music.

**Stories of Musicians:** During their study of elementary music, children should learn something of the great masters and their compositions. Tell them stories of one of the following each period: Handel, whose masterpiece is "Messiah," would fit well into the last period, when the pupils are studying "The Hallelujah Chorus" in their Bible lessons. Handel also wrote other oratorios, among which are "Saul" and "Israel in Egypt." Haydn's masterpiece is "Creation"; and for this reason, perhaps his life would be most interesting the first period. Gounod composed that seemingly inspired oratorio, "The Redemption." His life would fit well into the fourth period, when the primary grades are studying the life of Jesus. The story of Mendelssohn, with his oratorios "Elijah" and "St. Paul," may well be told when the pupils are studying the lives of these men. Beethoven, Schumann, Schubert, Mozart, and others may be introduced to the children. Some of our beautiful hymns have been set to music by these musicians. Schumann composed more than 500 songs. It is well worth while for the children to become familiar with some cantatas and their composers, such as "Pillar of Fire," "Queen Esther," and others.

The stories of some of our immortal gospel hymns and their authors should also be told to the children. Among these may be mentioned "Ninety and Nine," by Ira D. Sankey; "Almost Persuaded," by P. P. Bliss; "Nearer, My God, to Thee," by Sarah F. Adams; "A Mighty Fortress," by Martin Luther; "Rock of Ages," by Augustus M. Toplady; "Jesus, Lover of My Soul," by Charles Wesley; "How Far from Home?" by Annie R. Smith; "Home, Sweet Home," by John Howard Payne; "America," by Samuel F. Smith; "Take the World, but Give Me Jesus," "Redeemed, How I Love to Proclaim It," "Rescue the Perishing," "My Saviour First of All," "All the Way My Saviour Leads Me," and scores of other grand old hymns written by that beautiful character, Fanny J. Crosby, the blind hymn writer. It takes but a few minutes to give these sketches; and if one or two are told each six weeks,

the children will value their music much more than if they are omitted. Send the older pupils to the encyclopedia or other sources to help you get information.

### HABITS OF CHRISTIAN COURTESY — GRADES ONE TO EIGHT

Ten minutes each day should be devoted to exercises of a general nature. The subjects here outlined for this purpose are: Monday, habits of Christian courtesy and personal hygiene; Tuesday, drills in the use of correct English; Thursday, pronunciation drills; Friday, history and current events. Perhaps the best time for these exercises is immediately following the opening exercises of the day, both together occupying about twenty minutes. If the penmanship drill follows the general exercise, both of these may be omitted on Wednesday mornings, and the entire half hour from 9:00 to 9:30 be given to the weekly Junior Missionary Volunteer meeting, which may be considered one of the general exercises.

Work to establish the following courteous habits in the pupils, selecting them in the order in which they seem to be most needed. Choose any five for special attention each period.

1. Greeting the teacher cheerfully each morning as soon as the schoolroom is entered, saying, "Good morning, Miss —"; at the close of the day, "Good night, Miss —."
2. Saying, "Please," "Thank you," "I beg your pardon," at all proper times.
3. Not interrupting the teacher or a schoolmate at any time.
4. Close attention to lessons when some one knocks at the door.
5. Greeting visitors. Introductions — distinct enunciation of names.
6. Offering a visitor a book, indicating the location of the lesson being recited.
7. Watching for opportunities to assist the teacher, or add to her comfort — offering a book, picking up a fallen article, drawing a blind to shut out sun that may be shining unpleasantly, bringing a chair when a visitor enters, cleaning the blackboard, bringing a glass of water at recess, sharpening pencils, etc. Thoughtfulness to mother or father at home.

8. Using the customary polite form in responding to questions — Yes, ma'am; Yes, sir; No, ma'am; No, sir; or, Yes, Miss ———.

9. Boys lifting hats to lady acquaintances on the street, and no hats worn in the house — at home or at school.

10. Not whispering in school or in church, or in company.

11. Avoiding boisterous words or actions, especially on the streets; using no rough, rude, or angry language anywhere.

12. Good manners at the table; promptness when meals are announced; waiting one's turn; when to begin to eat, how to eat; use of napkin, knife, fork, and spoon; how to ask for food; criticism of food; talking about unpleasant topics; when and how to leave the table; use of toothpick, etc.

13. Trying to help some one every day.

14. Some word or act of kindness to, or interest in, a new schoolmate.

15. Quietly walking about the schoolroom, shutting doors, handling books, etc.

16. Not interrupting school by coming tardy or leaving the room during recitation hours. Being on time at church and not interrupting the service by leaving before the benediction.

17. Sitting with parents at church; giving attention to service, joining in general forms of worship. Not noticing those coming in.

18. Not crowding and pushing to get the best place around the stove, on the playground, in a street car, etc. Not talking about one's self.

19. Boys letting women and girls pass first, and when going through a doorway or a gateway, opening the door or gate for them.

20. Sharing one's possessions with others; treating others' property carefully; not misusing school property.

21. Being perfectly quiet during worship, at home or at school; eyes closed during prayer.

22. Being fair in all games.

23. Never teasing a schoolmate, especially a younger child, nor making fun of others.

24. Never disputing with any one. If obliged to differ, say, "Pardon me."

25. Removing rubber overshoes before entering room; keeping books, etc., in their places at home and at school; and being thoughtful not to make work for others.

These courtesies may be the basis of a pupil's period grade in courtesy. They will need to be taught both by precept and by example, especially the latter.

To aid in establishing these habits, this list of courtesies may be typewritten and posted in two places in the school-room, where boys and girls may frequently look them over.

Monitors may also be appointed by turns to answer knocks at the door, receive visitors, note that children remove their rubbers, adjust window shades, etc. Let pupil check up his own courtesy account once a week, noting the number of the courtesy habits not yet formed. Sign the slip and file on the spindle at the teacher's desk.

Well chosen mottoes placed each Monday morning on the blackboard will help to keep the mind in the right channel. Here are a few:

"Courtesy is to do and say the kindest things in the kindest way."

"Whatsoever ye would that men should do to you, do ye even so to them."

"Right makes might."

"Courtesy is the finest flower of manly character."

#### HABITS OF PRACTICAL HYGIENE — GRADES ONE TO EIGHT

**Correct Posture:** In sitting, standing, walking, and working.

**Teeth:** Brushing the teeth twice daily, after breakfast and after supper. Never pick the teeth with a pin. Regular semi-annual visit to a reliable dentist. Explain the structure of the teeth, and why, when uncared for, the teeth ache. Explain how to brush the teeth, what to use, and how to use dental floss. Explain why the teeth should be brushed at night.

**Health Statement:** The purpose of these general exercises is not to provide something to fill up the daily program, but to put forth an earnest, systematic, persevering effort to help our boys and girls establish right personal habits—habits that will be second nature by the time the child completes the eighth grade. "Eternal vigilance" is the price of actually establishing these habits. Children need constant checking up; and for this reason, regular grades in habit

formation as well as in any book subject, should be given to the pupils, and no child deserves a passing grade in physiology who does not *practice* the health principles taught in these general exercises. As an aid in this direction, the National Tuberculosis Association has issued the following interesting and suggestive statement of health habits for use of children:

1. I washed my hands before each meal to-day.
2. I washed not only my face, but my ears and neck, and I cleaned my finger nails to-day.
3. I tried to-day to keep fingers, pencils, and everything that might be unclean, out of my mouth and nose.
4. I drank a glass of water before each meal and before going to bed, and drank no tea, coffee, or other injurious drinks to-day.
5. I brushed my teeth thoroughly in the morning and in the evening to-day.
6. I took ten or more slow, deep breaths of fresh air to-day.
7. I exercised outdoors or with windows open more than thirty minutes to-day.
8. I was in bed *ten hours* — under nine years, eleven hours; under thirteen, ten hours; above thirteen, nine hours — or more last night, and kept my window open.
9. I tried to-day to sit up and stand up straight, to eat slowly, and to attend to toilet and each need of my body at its *regular* time.
10. I tried to-day to keep neat and cheerful constantly and to be helpful to others.
11. I took a full bath on each day of the week that is checked x.

Seventy-two points of obedience to the health rules in one week make a perfect record. This requires daily practice of the first ten rules, and a full bath taken on each of two days. If a bath is taken more than two days in one week, the extra mark thus earned may be counted to make up one of the other rules not kept in that week.

#### ORAL LANGUAGE — GRADES ONE TO EIGHT

All oral language drills are for the entire school.

**First Week:** Give oral drills on the use of “see” and its forms, “saw” and “seen.” During this week, keep the following forms on the blackboard before the children:

I see	I saw	I have seen
you see	you saw	you have seen
he sees	he saw	he has seen
she sees	she saw	she has seen
we see	we saw	we have seen
they see	they saw	they have seen

Pupils should copy in a section of their language notebook, the word forms given from week to week. Each time when in ordinary conversation the pupil is heard to use incorrectly any word form in which drill has been given (unless he immediately corrects himself), he should put a check mark after that word in his notebook. These check marks should be taken into account in giving grades in language at the close of the period. A pupil who has never been heard to use one of these word forms incorrectly may have 5 per cent added to his grade in language. In this and other ways, there may be created a lively interest in using correct forms of speech.

Children imitate the expressions they hear. As soon as the expression *sounds* familiar, they will begin to use it; therefore, let the above list be frequently repeated orally, in concert and individually.

Use conversation also to fix correct forms. Let several pupils go to the window and look out. After returning to their seats, ask such questions as: "What did you see, Mary?" "Where did you see it?" "Who else ever saw an elm tree (a street car, or any other object you wish)?" "Where did you see it?" "When did you see it?" Story-telling may also be used to advantage. The suggestions given in Educational Bulletin No. 5 are also helpful.

**Second Week:** Oral drills on *do, did, have done*.

**Third Week:** Oral drills on *go, went, have gone; come, came, have come*.

**Fourth Week:** Oral drills on the use of the words "may" and "can"; "mad" and "angry."

**Fifth Week:** Oral drills on *is, am, are, was, were*.

#### THE JUNIOR WORK — GRADES ONE TO EIGHT

**For the Teacher:** "Junior Missionary Volunteer Manual." A teacher who really understands that the junior work

is the spiritual welfare of the children and is therefore not confined to certain exercises arranged in the daily school program, will begin this work several days — a week, if possible — before the school year opens. As she meets the children who are to be under her care, her first thought will be, "How can I win this child for Jesus?" And this thought will continue with her as long as she has charge of the school, and even after the school year is over, and teacher and pupil are far apart. The junior work is the soul burden that the children's Friend places upon the teacher's heart. And if we would do His work, we too must be the children's true friend.

The Junior Society is one important means of fostering the growth of the spiritual nature, and it should be organized the very first week of school. The prayer bands also should be started as early as possible; and the very first Friday afternoon, the first consecration meeting should be held.

The "Junior Missionary Volunteer Manual" gives definite instruction regarding all the details of this important phase of our church school work. Wednesday morning, in connection with the opening exercises of the school, is the usual time for this general exercise. The *Church Officers' Gazette* furnishes valuable help for the society programs. The entire school unites in this exercise.

### PRONUNCIATION DRILLS — GRADES ONE TO EIGHT

All education is for the purpose of character building. In speaking and oral reading, nothing more certainly reveals culture than clear, distinct articulation; and nothing more quickly reveals the lack of careful training than poor articulation. Some one has truthfully said: "An indistinct, mumbled sentence indicates inaccuracy, carelessness, or laziness. A distinct articulation indicates self-control, energy, carefulness, and courage."

In the spirit of prophecy, we have the following instruction on this point:

"We should be careful not to give an incorrect pronunciation of our words." "In reading or in recitation the pronunciation should be clear. A nasal tone or an ungainly attitude should be at once corrected. Any lack of distinctness should be marked as defective."

"If those who have defects in their manner of utterance will submit to criticism and correction, they may overcome

these defects. They should perseveringly practice speaking in a low, distinct tone." "They should learn to speak, not in a nervous, hurried manner, but with slow, distinct, clear utterance, preserving the music of the voice."—"Counsels to Teachers," pages 238-240.

"Voice culture should be taught in the reading class; and in other classes the teacher should insist that the students speak distinctly, and use words which express their thoughts clearly and forcibly."—"Counsels to Teachers," page 216.

To aid the teacher in carrying out this instruction, the following drills are arranged; and since all pupils need practically the same instruction in articulation, these drills are planned for a general exercise once a week—five weeks in a period. Articulation has to do with consonants; purity of tone is secured through correct vowel sounds. The drills should be brisk, energetic, systematic, and the best results will be secured by individual and not concert recitations. They are presented in the following order: liquids, l, r; labials, m, f, v, b, w, p; dentals, s, sh, z, th, ch, j, d, t; palatals, k, g, y; aspirate, h; nasals, n, ng; vowels, a, e, i, y, o, u.

### **First Week: liquids l, r; labial m**

1. **l**: late, load, last, large; bell, ball, tall, still, fill; yellow, lonely, lightly, lily, lovely, loosely, fulfill.  
The lad left long lines along the lonely landscape.  
Large bells excel in loudness.  
We all long for life and love.
2. **r**: rill, rail, roar, rare, for, scar, fear, heart, depart.  
Round the rough and rugged rocks the ragged rascal ran.  
He hurries round as he hears the rattle and roar of the rear car on the railroad.
3. **rl**: snarl, whirl, furl, girl, twirl.
4. **m**: Many men make much money.  
The miserable mule moves mournfully.  
The mild man numbers many in his merry family.
5. **lm**: elm, helm, film, overwhelm.
6. **rm**: arm, harm, farm, charm.

### **Second Week: labials f, v**

1. **f**: full, fall, rough, cuff, muff, trough, cough, laugh, Philip.
2. **fl**: fling, flat, flute, flee, float, fail.  
The flaming fire flashed fearfully in his face.



3. **lf**: self, shelf, wolf, gulf, elf, pelf.
4. **fr**: fry, frank, frill, frisk, freak, freeze.  
**rf**: scarf, wharf, dwarf.
5. **mf**: triumph.
6. **v**: very, vain, vase, love, save, hive, move.  
A big black bear bit a big black bug.  
For fear of offending the frightful fugitive, the vile  
vagabond ventured to vilify the venerable veteran.
7. **lv**: shelve, delve, twelve.

**Third Week: labials b, w**

1. **b**: bar, bear, big, bug, rob, bob, rib, rub, knob.
2. **bl**: black, blind, blister, bubble, nibble, double, pebble.  
A bootblack blacked a black bootblack's black boots.
3. **br**: bring, bright, brook, broke, brush, brave, break.  
The brave boy bore bravely his broken arm.
4. **lb**: bulb.
5. **rb**: curb, barb, herb.
6. **w**: west, wish, wear, will, wall, went, wool, wood.  
William was wishing to wind the watch.  
The warrant for the wanderers was wisely withheld.
7. **fw**: Guardafui.

**Fourth Week: labial p**

1. **p**: pan, pay, pick, peep, deep, weep, baptize, Jupiter.
2. **pl**: play, plot, plat, platter, people, steeple.
3. **pr**: prim, pray, praise, promise, prick, prone, prop.  
Peter Prangle, the prickly prangly pear picker, picked  
the prickly prangly pears from the prangly pear  
trees on the pleasant prairies.
4. **lp**: help, scalp.
5. **rp**: carp, harp, warp.
6. **mp**: limp, hemp, gimp, dump, clump, stump, bump,  
thump, trump.

**Fifth Week: dental s, sh** (ch, ti, ci, ce, si, se, s, c)

1. **s**: sale, cell, cease, ceiling, cylinder, celebrate.
2. **sl**: slow, slam, slip, sleep, sleek, slush.
3. **sm**: small, smell, smut, smash, smear.
4. **sf**: sphere, sphinx.
5. **sw**: swift, swing, sweet, sweat, swab, swell.
6. **sp**: spell, spill, spore, spin, lisp, clasp, wasp.

7. **sh**: ship, shun, shove, chaise, nation, action, motion, special, ancient, ocean, pension, nauseous, sure, sugar, associate, Asia, conversion.
8. **rsh**: harsh, marsh.

### HISTORY AND CURRENT EVENTS — GRADES ONE TO EIGHT

This exercise may be readings or stories from history, either general or United States. Encourage the older pupils to gather the most important events of the week, and recount them to the school on Friday, or the day given to this exercise. The progress of God's work in the earth should form a part of this report. Each school should take a good periodical for this work. The *Independent* or the *Literary Digest* is excellent for the teacher, but too advanced and voluminous for most of the pupils. The *Pathfinder* is used in many schools, and is perhaps as good as any. Fifteen cents sent to *The Pathfinder*, Box 84, Washington, D. C., will bring you *The Pathfinder* thirteen weeks on trial.

### PHYSICAL CULTURE — GRADES ONE TO FOUR

**For the Teacher:** The "Manual of Calisthenic Exercises" is the teacher's guide in this work. The work is there carefully and systematically outlined week by week, and day by day.

**Assignment:** Pages 23 to 31; "Marching Files," page 125.

**Daily Exercises:** For this work, one daily recess period should be given to grades one to four; the other recess period to grades five to eight. Use the lessons just as they are planned unless you are an expert in this line of work. Even then the manual will be invaluable to you.

After you are fairly started in the work, perhaps at the end of the first or second week of school, train your pupils to act as leaders of the exercise, somewhat as follows:

First week, first daily recess, teacher conduct "Lesson I," exercises 1 to 5, pages 23 to 25 of "Manual," with grades one to four.

First week, second daily recess, teacher conduct "Lesson I," exercises 1 to 5, pages 77 and 78 of "Manual," with grades five to eight.

Second week, first daily recess, let the exercises given the first week in grades one to four be conducted by a pupil who has thoroughly mastered the routine. A different pupil may be chosen for each day.

Second week, second daily recess, let the exercises given the first week in grades five to eight be conducted by a pupil in these grades who has thoroughly mastered the routine of the first week.

Allowing pupils to lead in these exercises is an excellent opportunity to develop leadership as well as a spirit of cooperation. Pupils appreciate the honor thus conferred upon them, and the responsibility borne does much to create a manly and a womanly disposition.

Sometimes the whole school may unite in the exercises, especially if the school is small.

**Marching:** Marching should frequently form a part of the physical culture training, and in this the entire school may unite. The schoolroom may sometimes be used, but it is by no means an ideal place, not only on account of the lack of space, but because the floor dust and lack of outdoor air and sunshine, even with windows open, make it undesirable from a health point of view. Every school should be provided with an outdoor gymnasium floor of wood, concrete, or macadam, of the proper dimensions for club swinging. With such a floor, systematic physical exercise can be given with very little irregularity.

**Application to Daily Habits:** The purpose of physical culture is not only to give a pleasing diversion from sedentary and mental work, but to establish *habits* of correct breathing, of correct posture in sitting, standing, and walking, and to aid in correcting physical defects. Pupils who sit at their desks with lungs cramped or with back distorted; pupils who stand with the weight of the body on one foot or leaning against desk or wall or some other support; pupils who walk in a shuffling or swaggering manner; pupils who, when writing at their desks, when sewing, when working at the bench or in the garden, fail to observe correct physical position; pupils who do not follow out the instruction of the school health inspector regarding care of eyes, teeth, skin, etc., cannot receive a passing grade in physical culture. The pupil's grade in this subject should be placed upon his report card each period as regularly and as honestly as in any other subject.

**PHYSICAL CULTURE — GRADES FIVE TO EIGHT**

**For the Teacher:** "Manual of Calisthenic Exercises."

**Assignment:** Page 77 to lesson 4, page 84; page 125, "Marching Files." For instruction, see under first period, grades one to four. The work with Indian clubs, dumb-bells, and wands affords a both pleasing and valuable addition to the calisthenic exercises; and where school can be supplied with the necessary apparatus, the exercises described on pages 134 to 157 of the "Manual" may come in at the discretion of the teacher. But these should not crowd out the "Daily Exercises."

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**Second Period****PENMANSHIP — GRADES ONE TO FOUR**

**Textbook:** Palmer's "Writing Lessons for Primary Grades."

**Assignment:** Pages 2 to 32, with corresponding instruction to teacher in "Teachers' Guide." This is an average of about two or three lessons a week. Carefully follow the instruction for each lesson, and give daily review of position signals, and movement drills taught in first period. Follow this order: blackboard work, movement drills on paper, writing letter and word forms on paper.

For specimen exercise, grading, and time to begin to work, see first period, paragraphs 7 to 10, pages 131 and 132. Pupils who do not *use* instruction in all written exercises should be graded proportionately low in penmanship. It is the *habit* of correct position and movement that counts. Give special attention to third and fourth finger rest and elevated wrist.

Specimen sentence for filing: "A man can run," written five times in one minute.

Continue home practice ten to twenty minutes daily.

**PENMANSHIP — GRADES FIVE TO EIGHT**

**Textbook:** "Palmer Method of Business Writing."

**Assignment:** Lessons 25 to 48, pages 36 to 48. Continue instruction given under first period.

**Form:** Give close attention to general form, size, slant, and spacing of letters. Classify, memorize, and describe basal

forms. Work for uniformity in size and height of letters belonging to each basal form. Use paper spaced for letters of various heights. Repeated copies of sentences, one directly under the other.

Continue work on position, movement, speed, and home practice. Continue to mark grades weekly on "Pupil's Daily Class Record" cards. Grades should also be marked occasionally on pupil's papers, that they may know where they stand. Inspire your pupils with an ambition to possess the beautiful "Pupil's Certificate" or "Diploma" issued by Mr. Palmer to all boys and girls who attain the required degree of excellence in penmanship. See sample reduced copy on page 96 of pupils' textbook.

**Test Specimen:** Write seven of each of the following sentences in five minutes, and file this specimen with the pupil's other specimens:

An error occurs in the sixes.

M. N. Lulling owns a hilly hill.

#### DRAWING — GRADES ONE TO EIGHT

**Special Features:** Landscape scenes; tints and shades; nature forms from first period repeated in color; new forms, oval and ellipse. Work largely from nature and objects.

**Mediums:** Introduce crayola or pastel; confine water color and brush work with ink to grades five to eight.

**Time:** Same as for first period.

#### Application and Adaptation

*Primary Bible:* Entrance of sin, falling leaves, barren trees; Noah and the rainbow; the change of seasons.

Various leaf forms of the first period repeated in autumn circle of leaves in six harmony colors or any two pleasing colors.

Series of simple landscape scenes illustrating development of creation week. Drawing of rainbow in landscape.

*Nature:* Seasons. Draw a landscape scene representing the current month; draw different hill shapes and sky lines; draw series of landscape scenes illustrating various seasons; watch for beautiful sunset skies, and try to match the colors of sky and vegetation in landscape and object drawing. Use a landscape design for a gift calendar. Flowers and fruits in six standard colors.

*Woodwork:* Decorative leaf design for match striker; working drawings of models and picture of finished model for notebook.

*Physiology:* The heart. Draw in colors a diagram of the circulation of the blood, for notebook.

**Picture Study and Stories of Great Artists:** During the time the child spends in the elementary school, he should obtain some knowledge of a few of the masters of art. While learning something of their lives, let pupils collect a few of their compositions. Those of one artist may be displayed on the schoolroom walls until the next artist claims the attention and demands the space. After that, let the pictures be put into a school art album for later reference and enjoyment. Pictures for this purpose may be obtained for a few cents of the Perry Picture Company, Malden, Massachusetts, or the Geo. P. Brown Picture Company, Beverly, Massachusetts.

The following artists, with a few of their works, may be given this period:

1. Gustave Doré: Adam and Eve Expelled from Eden; Dream of Pilate's Wife; Christ Before Pilate.
2. Edwin Douglass: Evangeline; A Jersey Family; Jersey Beauties; Dog in the Manger.
3. Rosa Bonheur: The Horse Fair; A Stampede; A Noble Charger; The Lion at Home; Changing Pasture; Deer in the Forest; etc.

#### MUSIC — GRADES ONE TO FOUR

**Textbook:** "The Progressive Music Series," One-Book Course.

**Assignment:** Chapter 2, pages 11 to 15. Page 11, omit stanza 3. The following words may be substituted for those given in the book on this page:

Father, we thank Thee for the morning light,  
Sunshine bright, stars at night;  
Father above, we will Thee obey,  
Heavenly Father dear.

Father, we thank Thee for flower and tree,  
Hill and dale, lake and sea;  
Father, to Thee we will all be true,  
Heavenly Father dear.

The melodies for this period are based upon the tonic chord with neighboring tones.

In teaching these songs, follow the same "five steps" as described for the first period, pages 136 and 137.

The tone-words to be transferred to perception cards and memorized this period are:

do-ti <sub>1</sub> -do	mi-fa-mi	so-la-so
mi-re-mi		do-re-do

### MUSIC — GRADES FIVE TO EIGHT

**Textbook:** "The Progressive Music Series," One-Book Course.

**Assignment:** Chapters 8 and 9, pages 46 to 57, an average of two pages a week.

*Special Problems:* Sharp chromatics, diatonic half-step progressions, the dotted quarter and eighth notes.

After songs containing sharp chromatics have been learned by rote, transfer to drill cards the following diatonic half-step progressions:

do <sup>1</sup> -ti-do <sup>1</sup>	la-si-la	fa-mi-fa	re-di-re
ti-li-ti	so-fi-so	mi-ri-mi	do-ti <sub>1</sub> -do

These tone-words should be thoroughly memorized so that they are instantly recognized both by ear and by eye.

Work for clear, musical tones, distinct articulation, and above all, for a real appreciation of the best in music, remembering that hymn singing "is as much an act of worship as is prayer."

### CHRISTIAN COURTESY — GRADES ONE TO EIGHT

See first period, pages 140 to 142.

### HABITS OF PRACTICAL HYGIENE — GRADES ONE TO EIGHT

**Skin:** Explain about the pores and the excretory function of the skin; dangers from leaving excretion on the skin; importance of daily cold bath,— a tonic, prevents colds, helps to resist disease, etc. Shampoo at least once a week. Feet, hands, and face washed daily before going to bed.

**Lungs:** Taking at least ten full, deep breaths slowly in the open air each day. Explain how to breathe deeply, and the effect of oxygen on the blood in the lungs; how a cold affects the air cells; dangers of cramping the lungs or exposing the chest; ventilation of schoolroom and bedroom.

**ORAL LANGUAGE — GRADES ONE TO EIGHT**

**First Week:** Continue to follow the plans for the first period. Give drills on the use of: set, set, have set; sit, sat, have sat. Explain the difference in meaning between "sit" and "set." See fifth reader, page 120.

**Second Week:** Drill on: fall, fell, have fallen; choose, chose, have chosen; ride, rode, have ridden.

**Third Week:** Drill on: give, gave, have given; forgive, forgave, have forgiven; eat, ate, have eaten.

**Fourth Week:** Drill on: sleep, slept, have slept; weep, wept, have wept; keep, kept, have kept.

**Fifth Week:** Drill on: know, knew, have known; throw, threw, have thrown; grow, grew, have grown; fly, flew, have flown.

**JUNIOR WORK — GRADES ONE TO EIGHT**

See first period, pages 144 and 145.

**PRONUNCIATION DRILLS — GRADES ONE TO EIGHT****First Week: dental z**

1. **z:** zone, zero, busy, because, wise, please, excuse, noise.
2. **lz:** bells, balls, stills, nails, mules, falls, kills.
3. **rz:** fires, scars, fears, roars, furs, stirs, burrs.
4. **mz:** sums, comes, plums, drums, becomes.
5. **vz:** halves, saves, braves, craves, loves, loaves.
6. **bz:** robs, ribs, rubs, scrubs, cribs.
7. **zm:** spasm, chasm.
8. **zl:** puzzle, muzzle, nozzle.
9. **zh:** usual, seizure, visual, treasure, measure, leisure, pleasure, diversion, Hoosier.

**Second Week: dental th**

1. **th:** think, thin, thick, tenth, with, wreath, truth, beneath.
2. **thr:** three, throw, thrift, thrill, thrall.
3. **lth:** health, stealth, wealth.
4. **ths:** breaths, tenths.
5. **th:** these, those, them, with, wreathe, writhe, loathe, thither.



6. **thz**: writhes, wreaths, wreathes, loathes, truths.
7. **pth**: depth.
8. **thw**: thwack, thwart.

**Third Week: dentals ch, j**

1. **ch**: chain, chair, charm, chisel, cheek, much, touch.
2. **lch**: belch, filch.
3. **rch**: church, search, lurch, birch.  
The bench in the church was made of birch.  
The chain was chiseled from cherry.
4. **j**: judge, Jane, jam, gem, just, gin.  
John Jenkins was a just judge.  
Joe gave James a huge gem with jam and jelly.
5. **lj**: bulge, indulge, divulge.
6. **rj**: George, dirge, urge.

**Fourth Week: dental t**

1. **t**: tight, tin, toe, take, took, late, bait, fate, satisfy.
2. **tl**: little, whittle, settle.
3. **tr**: truth, treat, tramp, trip, trim, trap.
4. **lt**: melt, colt, pelt, dealt, felt.
5. **rt**: art, part, cart, dart, tart, wart.
6. **tw**: twist, twirl, twin, tweet, twang, twitter, twinge.
7. **ft**: swift, raft, waft, graft, left, sift, thrift.
8. **pt**: shipped, slept, swept, crept, kept, wept, ripped, abrupt, Egypt, except.
9. **st**: stay, stand, step, trust, just, last, past, mast, must, dust, crust, locust, frost, boast, tossed, insist, lost, feast.  
Must I give the last and best crust to satisfy a tramp?  
The last mate went straight to the east fort.
10. **ts**: tights, lights, bites, rights, meets, treats.
11. **sht**: hushed, gushed, rushed, crushed, brushed.
12. **cht**: marched, scorched, enriched, bewitched.

**Fifth Week: dental d**

1. **d**: dell, damp, dip, made, load, red, Fred, wide, side.
2. **ld**: old, hold, told, fold, scold, mold, bold, sold.  
I told you not to scold the old soul.  
The old man sold a load of old leaf mold.
3. **rd**: roared, ford, covered, smothered, hovered.  
Onward and onward! Forward and forward!
4. **md**: hemmed, doomed, seemed, aimed, combed.

5. **vd**: curved, lived, loved, swerved, nerved, braved.
6. **bd**: robbed, rubbed, orbed, barbed.
7. **zd**: mused, excused, abused, refused.
8. **thd**: breathed, loathed.
9. **jd**: judged, edged, wedged, hedged, trudged, grudged.
10. **dz**: tides, loads, toads, roads, reads.
11. **dth**: width, breadth.  
The width, the breadth, and the height are equal.

**HISTORY AND CURRENT EVENTS — GRADES  
ONE TO EIGHT**

See first period, page 148.

**PHYSICAL CULTURE — GRADES ONE TO FOUR**

**For the Teacher:** "Manual of Calisthenic Exercises."

**Assignment:** Pages 32 to 39; "Marching Steps," page 125. Read again the instruction given under first period, pages 148 and 149.

**PHYSICAL CULTURE — GRADES FIVE TO EIGHT**

**For the Teacher:** "Manual of Calisthenic Exercises."

**Assignment:** Page 84, lesson 4, to page 90, lesson 6; page 125, "Marching Steps." Follow instruction under first period, grades one to four. See pages 148 and 149.

## Third Period

**PENMANSHIP — GRADES ONE TO FOUR**

**Textbook:** Palmer's "Writing Lessons for Primary Grades."

**Assignment:** Pages 33 to 48, with corresponding instruction in "Teachers' Guide," pages 21 to 25; review of previous periods. This is an average of two or three lessons a week. Follow order of second period.

Specimen sentence for filing: "O, see my fine pen!" written five times in one minute.

Continue home practice twenty minutes daily.

**PENMANSHIP — GRADES FIVE TO EIGHT**

**Textbook:** "Palmer Method of Business Writing."

**Assignment:** Lessons 49 to 75, pages 49 to 65. Give

much attention to figure formation and alignment of figures in columns. Study detailed construction of letter and numeral forms. See also instruction of previous periods, pages 131 to 133, 150, 151.

Continue the home practice and the weekly grading. Try the plan of grouping of proficient pupils, described on page ten of the "Teachers' Guide."

**Test Specimen:** In five minutes, write five of each of the following names in a column, and five lines of the figures with two sets on a line:

E. B. James	L. N. Moon	O. C. Allen
I. J. Summit	G. R. Pippin	
1 2 3 4 5 6 7 8 9 0	1 2 3 4 5 6 7 8 9 0	

File this specimen with the pupil's other specimens. Grade carefully on position, movement, speed, form, home practice, and conscientious, faithful effort to improve.

#### DRAWING — GRADES ONE TO EIGHT

**Special Features:** Design. Designs from nature, using forms studied in previous periods; study of pentagon and hexagon.

**Mediums and Time:** Same as in previous periods.

#### Application and Adaptation

*Nature:* The pentagon and star, the hexagon and snowflake, cut out of folded paper square and used in borders and for notebook covers. Designs from insects, butterflies, fishes, rabbits, squirrels, etc., in simple motifs and in different geometric forms. Silhouettes. Hillside scene with animals. Sky scene with stars.

*Reading and Language:* Book Three, page 135, "Mother Earth's Quilts," illustrate with landscape scenes of the seasons, using four dominating colors for the four seasons respectively — green, red, yellow, white.

Book Four, page 191, "The First Snow-Fall," illustrate with a snow scene on gray paper with black and white crayons.

For illustration in Book Five, "The Brook," page 187; "The River," page 190; "A Lesson from the Eagle," page 193; or "The Meadow Lark," page 198.

For illustration in Book Six, page 160 or 161, "November" or "December."

*Geography:* Outline map work continued.

*Physiology:* Drawing of lungs and bronchial tubes in notebook.

*Construction:* Fish and bird booklets. Design an invitation to parents to visit school exhibit or attend school program.

*Sewing:* Cross-stitch designs from leaf and flower shapes of previous periods or from fish and bird forms.

*Woodwork:* Decorative design for calendar. Picture of finished model in notebook. Different calendar designs with nature decorations.

*All Subjects:* Decorative notebook covers without lettering.

### Picture Study and Stories of Artists

1. Frank Paton: You're No Chicken; Puss in Boots; Babes in the Woods; Little Milk Sops; Duck and Green Peas; Witness My Act and Deed; Bayard; Eclipse; Dick; Vic.

2. Meyer von Bremen: The Pet Bird; In Which Hand? The Wounded Lamb; Toll Paid Here.

### MUSIC — GRADES ONE TO FOUR

**Textbook:** "The Progressive Music Series," One-Book Course.

**Assignment:** Chapter 3, pages 16 to 20.

The characteristic feature of the music this period is recurring simple diatonic figures, or tone-words.

In teaching these songs, follow the same "five steps" as described for the first period.

The tone-words to be transferred to perception cards and memorized this period are:

do-re-mi-fa-so	so-fa-mi-re-do	do-re-mi	mi-re-do
do-re-mi-fa	fa-mi-re-do	mi-fa-so	so-fa-mi
do <sup>1</sup> -ti-la-so	so-la-ti-do <sup>1</sup>		

### MUSIC — GRADES FIVE TO EIGHT

**Textbook:** "The Progressive Music Series," One-Book Course.

**Assignment:** Chapters 10 to 13, pages 58 to 71, omitting pages 58, 60, 66, and 69. On page 65, change "fairy raindrops" to "little raindrops." On page 67, omit second stanza. On page 68, change "the weary book" to "awhile our book." On page 69, change "For the annual autumn ball" to "Answers annual autumn's call;" change "How they swirl, purl,

and twirl, Dancing all in a giddy whirl” to “How they swirl, how they twirl, coming down in a dizzy whirl.”

**Special Problems:** Flat chromatics; phrases beginning on the eighth note before the beat; easy melodies in minor keys; intervals of seconds, thirds, fourths, fifths, sixths, and sevenths.

Transfer to drill cards the following diatonic half-step progressions in flat chromatics:

do <sup>1</sup> -ra <sup>1</sup> -do <sup>1</sup>	la-te-la	fa-se-fa	re-me-re
ti-do <sup>1</sup> -ti	so-le-so	mi-fa-mi	do-ra-do

These tone-words should be thoroughly memorized, so that they are instantly recognized both by ear and by eye.

#### CHRISTIAN COURTESY — GRADES ONE TO EIGHT

See first period, pages 140 to 142.

#### HABITS OF PRACTICAL HYGIENE — GRADES ONE TO EIGHT

**Muscles:** Outdoor exercise — work and play. “All work and no play makes Jack a dull boy” (though not always); but all play and no work makes Jack a worthless boy. Explain how exercise increases the circulation, supplies fresh air, and eliminates waste. Every one should work every day hard enough to start the perspiration. This is one of God’s first commands, given to us that we might have vigorous health. Inspire both boys and girls to develop a good, solid biceps muscle, good chest muscles, muscles that can help us to walk quickly and without weariness.

**Sleep:** Children under nine years of age should sleep eleven hours daily; between eleven and twelve, ten hours; between twelve and thirteen, nine hours; full-grown people generally need eight or nine hours’ sleep. Explain what repairs take place in the body during sleep; value of sleeping outdoors or with windows wide open; how to air the bedding before making the bed. Never sleep in garments worn during the day.

#### ORAL LANGUAGE — GRADES ONE TO EIGHT

**First Week:** Review plans suggested for first period. Drill on: lie, lying, lay, have lain (meaning to rest). See “True Education Reader,” Book Three, pages 228 and 247.

**Second Week:** Drill on: lay, laying, laid, have laid (meaning to place). See "True Education Reader," Book Five, page 103.

**Third Week:** Drill on: sing, sang, have sung; ring, rang, have rung.

**Fourth Week:** Drill on: run, ran, have run; bring, brought, have brought.

**Fifth Week:** Drill on: speak, spoke, have spoken; break, broke, have broken; freeze, froze, have frozen.

### JUNIOR WORK — GRADES ONE TO EIGHT

See first period, pages 144 and 145.

### PRONUNCIATION DRILLS — GRADES ONE TO EIGHT

#### First Week: palatal k

1. **k:** kettle, keep, can, cup, come, conquer, liquor, Carl, Cora.
2. **kl:** clear, clam, clue, clay, clamp, clap, clang.  
"Click, click," goes the clock; "clack, clack," goes the mill.
3. **kr:** crow, crack, creek, crayon, cream.
4. **kw:** quick, queer, queen, quack, quail, quill, liquid.  
The geese say, "Quack, quack, quack!"
5. **ks:** looks, rebukes, packs, creeks, croaks.
6. **kt:** act, fact, sect, expect, protect, exact, locked, ached, attacked, milked, picked, knocked, worked, raked, packed, correct, neglect, insect, correctly, exactly, expecting, subject.  
He looked and acted as if he had been attacked.
7. **lk:** bulk, sulk, hulk, silk, milk, elk.
8. **rk:** ark, work, arctic, shirk, clerk.
9. **sk:** ask, bask, cask, rusk, musk, dusk.

#### Second Week: palatal g

1. **g:** go, get, game, gone, bag, rag, sag, lag, tag.
2. **gl:** glow, gleam, glass, glide.  
The glassy glaciers gleamed in glowing light.
3. **gr:** great, green, grass, grow, gray, grain, grim.  
That great field of grain looks like green grass growing.
4. **gz:** rugs, rags, lugs, exact, exist, examine.
5. **gj:** suggest.
6. **gd:** begged, bragged, tugged, lugged.

**Third Week: palatal y; aspirate h**

1. **y** (i) : young, yard, yield, yoke, onion, union, William, Daniel, million, question, Spaniard.  
The youth yelled at the yawning yachtsman.  
Yesterday's yield is not yet in the yard.  
Can't you yoke up the young ox?  
Won't you go to Virginia?  
I like young onions; don't you?
2. **h** : he, his, him, himself, her, hat, home, humor, humble, come here, taught him, in her heart, take him up.  
He hesitates to hurt his hearers.  
Harry hurries to hide his history.  
Heavy hindrances are hastily hustled hither.  
Henry was humble and humorous.  
Howard is hiding behind the hill.
3. **wh** : when, what, where, which, whisper, wheel, whittle, whirl, why, whim, wharf, whether, whither.

**Fourth Week: nasal n**

1. **n** : never, new, nine, nun, tin, gun.  
John shot his gun nine times.  
Then nine lean kine began to run.  
What do those nine nuns mean?
2. **rn** : burn, churn, fern, learn, lantern.
3. **nz** : tins, tons, runs, begins, means, guns.
4. **nch** : bench, trench, pinch, punch, flinch, Blanche.
5. **nt** : sent, rent, went, lent, bent, tent.
6. **nd** : and, land, brand, command, intend, drowned, second, windmill, sandman, windward.  
Land and water came at God's command.  
The boy was drowned in sight of land.  
Send me a load of red sand for the sand table.  
My friend Fred made a windmill.  
Did you recommend his proud friend?  
Send the command onward to the end of the parade.

**Fifth Week: nasal ng**

1. **ng** : long, song, wrong, throng, bang, clang, sing, ring.
2. **ngz** : sings, brings, stings, wings, songs, things, rings.
3. **ng** before **k** : ink, rank, trunk, link, think, drink, monkey, Yankee, Lincoln.
4. **ng** before **g** : finger, linger, longer, mingle, mangle, single.

A single finger of the child was mangled in the banging door.

5. **ing**: ringing, singing, coming, working, taking, making, baking, folding, selling, calling, crying, barking. Stinging bees are thronging among them. Walking, running, rowing, and swimming are good exercises.

#### HISTORY AND CURRENT EVENTS — GRADES ONE TO EIGHT

See first period, page 148.

#### PHYSICAL CULTURE — GRADES ONE TO FOUR

**For the Teacher:** "Manual of Calisthenic Exercises."

**Assignment:** Pages 39 to 50, lessons 7 to 10; pages 125 to 127, "Exercises While Marching," "Single Line Sideward," and "Double Line Forward."

Follow instruction given under first period. See pages 148 and 149.

#### PHYSICAL CULTURE — GRADES FIVE TO EIGHT

**For the Teacher:** "Manual of Calisthenic Exercises."

**Assignment:** Lessons 6 to 8, pages 90 to 99; page 125, "Exercises While Marching," to page 127, "Double Line Sideward."

Follow instruction given under first period, grades one to four, pages 148 and 149.

## Fourth Period

#### PENMANSHIP — GRADES ONE TO FOUR

**Textbook:** Palmer's "Writing Lessons for Primary Grades."

**Assignment:** Pages 49 to 59 with corresponding instruction in "Teachers' Guide," pages 25 to 27. Give one week's special attention to figure formation and one week to review of capitals A, O, and S, with daily review of movement exercises. Continue blackboard work as a preliminary to writing on paper.

Continue home practice.

Good class papers, good forearm control, and well established habits of correct position and movement should be se-



cured especially of third and fourth grade pupils. All letter formation is by imitation.

File specimen sentence at close of period, requiring a speed of sixty letters a minute for first grade work.

#### PENMANSHIP — GRADES FIVE TO EIGHT

**Textbook:** "Palmer Method of Business Writing."

**Assignment:** Lessons 76 to 100, pages 65 to 77. Use pen and ink in all written work in all classes. Pencils will be needed for drawing only. Continue to follow instructions of previous periods.

**Test Specimen:** In five minutes, write in columns five of each of the following names:

Thomas F. Drumming

James L. Running

Kelley H. Willing

Millie N. Pulling

Nellie R. Hauling

Grade on position, movement, speed, form, and home practice, in each item taking into account the pupils' usage in all daily written work. File with the pupils' other test specimens.

#### DRAWING — GRADES ONE TO EIGHT

**Special Features:** Decoration of handicrafts; stenciling and block printing; application of designs studied in third period; drawing of seasonable subjects in nature. For grades five to eight, study of objects having three dimensions — sphere, cone, prism, and cylinder forms; finding proportions by sight measurements; pencil or crayon shading for relief effects. Application of sphere, cone, prism, and cylinder forms to still life.

**Mediums and Time:** Same as in previous periods.

#### Application and Adaptation

**Construction:** For primary grades, paper mat weaving designs; paper folding and design cutting; stick printing and stenciled designs on paper bookmarks; all-over wall paper designs for doll houses — designs from paper folding and cutting; symmetry of designs; draw designs from paper folding and cutting.

**Woodwork and Construction:** For upper grades, original and decorative designs for necktie rack; nature borders for cardboard boxes; pictures of finished models.

*Reading:* Appropriate illustrations for poems, "January" and "February," Book Six, pages 148, 149.

*Geography:* Relief map work with *papier-mâché*.

*Physiology:* Drawing of kinds of teeth and section of tooth for notebook.

### Picture Study and Stories of Artists

1. Ploekhorst: Blessing the Children; Guardian Angel; The Holy Women at the Tomb of Christ; On the Way to Emmaus; The Good Shepherd; Summer Pleasures; Flight into Egypt; Entry of Christ into Jerusalem; Christ and Peter; Christ the Consoler; Apparition to the Shepherds; etc.

2. S. J. Carter: Little Foxes; An Interesting Family; Little Freehold.

3. G. A. Holmes: Can't You Talk? Which Do You Like? Kiss Me; After Work.

### MUSIC — GRADES ONE TO FOUR

**Textbook:** "The Progressive Music Series," One-Book Course.

**Assignment:** Chapter 4, pages 21 to 25.

For page 23, substitute these words:

The baby in a manger lay,  
The dear little Jesus upon the hay.  
And angels of light, and angels so bright,  
Saw dear little Jesus that birthday night.

The mother saw the baby fair,  
The dear little Jesus, her joyful care;  
The angels of light sang songs of delight,  
When dear little Jesus was born that night.

The father watched the baby dear.  
The dear little Jesus, why should He fear?  
For angels of love, His Father above,  
Protected the dear little child of love.

On page 24, change "the fairies' home" to "the trav'lers' home."

On page 25, substitute these words:

Do, re, mi, fa, mi, re! Hear how we sing!  
Re, mi, fa, so, fa, mi! Softly we sing!  
So, la, so, fa, ti, la, so! Loud let it ring!  
Oh, certainly, certainly, well we can sing!

The characteristic feature of the music for this period is recurring diatonic figures, varied.

In teaching the songs, follow the same "five steps" as described for the first period. See pages 136 and 137.

The tone-words to be transferred to perception cards and memorized this period are:

do-re-mi	mi-re-do	do-re-mi-fa	fa-mi-re-do
re-mi-fa	fa-mi-re	re-mi-fa-so	so-fa-mi-re
mi-fa-so	so-fa-mi	mi-fa-so-la	la-so-fa-mi
fa-so-la	la-so-fa	fa-so-la-ti	ti-la-so-fa
so-la-ti	ti-la-so	so-la-ti-do <sup>1</sup>	do <sup>1</sup> -ti-la-so
la-ti-do <sup>1</sup>	do <sup>1</sup> -ti-la	la-ti-do <sup>1</sup> -re <sup>1</sup>	re <sup>1</sup> -do <sup>1</sup> -ti-la
ti-do <sup>1</sup> -re <sup>1</sup>	re <sup>1</sup> -do <sup>1</sup> -ti	ti-do <sup>1</sup> -re <sup>1</sup> -mi <sup>1</sup>	mi <sup>1</sup> -re <sup>1</sup> -do <sup>1</sup> -ti

### MUSIC — GRADES FIVE TO EIGHT

**Textbook:** "The Progressive Music Series," One-Book Course.

**Assignment:** Chapters 14 to 16, pages 72 to 83, omitting the first study on page 83. On page 81, change "gypsy girls" to "boys and girls."

**Special Problems:** Two-part singing; the dotted quarter note to a beat; the quarter and eighth notes to a beat; melodies in the harmonic minor scale.

Give constant drill on tone-words, selecting those most needing drill.

Many of our well-known Sabbath school hymns form the very best basis for music drills. Children, when properly trained, do not enjoy the husks of cheap songs.

### CHRISTIAN COURTESY — GRADES ONE TO EIGHT

See first period, pages 140 to 142.

### HABITS OF PRACTICAL HYGIENE — GRADES ONE TO EIGHT

**Eyes:** Never use the eyes in poor light, or with sun shining on your book or desk. Light from behind and over the left shoulder. Keep work or book at right distance from eyes — not less than 12 inches. Moving pictures harm the eyes; so also does reading on a train or when lying down.

**Clothing:** Cleanliness of all clothing, especially that worn next to the body. Effects of improper clothing — too heavy,

too thin, ill fitting, too tight, damp, etc. Shoes that will not deform the feet. Need of rubbers in wet weather. Clothing for ears in very cold or windy weather. Clothing neat and clean and mended; no buttons off. Dresses that can be washed are the best for school.

**Emergencies:** How to care for sores, stings, bites, poisons, sprains, burns. What to do in case of fainting, choking, nose-bleed, colds, sore throat, headache, toothache, frostbite, etc. Simple demonstrations in applying bandages, fomentations, etc.

#### ORAL LANGUAGE — GRADES ONE TO EIGHT

**First Week:** Drill on: rise, rose, have risen; arise, arose, have arisen; drink, drank, have drunk.

**Second Week:** Drill on: take, took, have taken; write, wrote, have written; begin, began, have begun.

**Third Week:** Drill on forms of personal pronouns.

It is I, you, he, she, we, they.

It was I, you, he, she, we, they.

I, he, she, it — was.

You, we, they — were.

It may have been I, she, he, we, they.

In writing the forms on the blackboard for the children to copy, give each form by itself. See also sixth reader, page 117.

**Fourth Week:** Drill on the objective forms of the personal pronouns.

Give it to me, him, her, them, us.

This is from me, him, her, them, us.

See also sixth reader, pages 89 and 106.

**Fifth Week:** Discriminate between "healthful" and "healthy"; "farther" and "further." See fifth reader, pages 201 and 283.

#### JUNIOR WORK — GRADES ONE TO EIGHT

See first period, pages 144 and 145.

#### PRONUNCIATION DRILLS — GRADES ONE TO EIGHT

The special drills for this period are on the vowels.

Third grade pupils should be able to give all the vowel sounds and illustrate each with one or more words; they should also be able to mark designated vowels in lists of selected words.

Fourth grade pupils should be able to mark designated vowels and consonants and primary accent in lists of selected words.

Fifth and sixth grade pupils should be able to mark all vowels, consonants, and accents in all words in any sentence.

Pupils in seventh and eighth grades should be able to discriminate in difficult vowel sounds, such as  $\acute{a}$  or  $\grave{a}$  or  $\check{a}$ ;  $\check{\alpha}$  or  $\hat{\alpha}$ ;  $\delta$  or  $\hat{o}$ ;  $\check{u}$  or  $\hat{u}$ ;  $\bar{u}$  or  $\underset{.}{u}$ ;  $\grave{a}$  or  $\underset{.}{a}$ ; the long and the shortened-long vowels; and the equivalent vowel sounds. They should also put this knowledge into daily practice.

The teacher should know exactly how all the vowel sounds are related to one another and how each one is correctly uttered, and be unquestionably certain of the correct pronunciation of every word he uses in reading and speaking. The diagram of vowel sounds given in "True Education Reader," Book Seven, page 78, will be an aid to the teacher.

The following simple rules will also be a help and should be familiar to pupils in grades seven and eight:

1. The letter *a* has the short Italian sound when standing alone in a syllable, and in final unaccented syllables ending in *a*, also when followed in words or syllables by —

nt, ft, st	— ant, raft, last.
sk, sp	— ask, grasp.
ff, ss	— staff, pass.
nch, nce	— blanch, advance.
th	— path, lath.

2. A vowel is short before *r* followed by a syllable beginning with *r* or another vowel; otherwise before *r* it is circumflex. There are a few exceptions to this rule, the most important one being "parent" or its derivatives.

Illustrations: orange, charity, error, sirup.

3. Long *u* never follows *r*. *U* after *r* always has the sound of *o* in "to." *U* never has this sound in any other location, except in the word "sure" and its derivatives.

4. Short vowels, except *i* and *y*, cannot stand alone: amend, edict, trusty, American.

5. Long vowel sounds occur only under accent; the shortened long vowels are always in unaccented syllables; partake; senate.

6. Monosyllables or final syllables ending in silent *e* usually have the long vowel sound, otherwise the short vowel sound; as: hate, hat; mate, mat.

7. Before a vowel sound, "the" is pronounced *thi*; before a consonant sound, *thu*; when alone, *the*.

#### **First Week: Sounds of a.**

For a complete list of the sounds of *a*, see sixth reader, page 440. During this week, keep list of *a*'s on the blackboard for frequent reference. For special drills on different sounds of *a*, see sixth reader, "Articulation," pages 28, 39, 40, 85, 149, 164, 295. Give special attention to the common errors in the sounds of *a*, such as Italian *a*, and circumflex *a*.

#### **Second Week: Sounds of e.**

For a complete list of the sounds of *e*, see sixth reader, page 440. For special drills on different sounds of *e*, see sixth reader, pages 149, 159, 196, 271, 295. Circumflex *e* will need the most attention.

#### **Third Week: Sounds of i and y.**

See sixth reader, pages 440, 181, 185, 200, 295.

#### **Fourth Week: Sounds of o.**

See sixth reader, pages 440, 71, 85, 88, 120, 131, 264, 270, 295.

#### **Fifth Week: Sounds of u.**

See sixth reader, pages 440, 120, 131, 245, 264, 270.

### **HISTORY AND CURRENT EVENTS — GRADES ONE TO EIGHT**

See first period, page 148.

#### **PHYSICAL CULTURE — GRADES ONE TO FOUR**

**For the Teacher:** "Manual of Calisthenic Exercises."

**Assignment:** Page 50, lesson 10, to page 58, lesson 13; page 127 to "Spiral or Scroll," page 129, added to the marching files, steps, and exercises previously given. Follow the instruction given under first period. See pages 148, 149.

#### **PHYSICAL CULTURE — GRADES FIVE TO EIGHT**

**For the Teacher:** "Manual of Calisthenic Exercises."

**Assignment:** Lessons 10 to 12, pages 102 to 110; page 127 to "Spiral or Scroll," page 129.

Follow instruction given under first period, grades one to four. See pages 148 to 150.

## Fifth Period

### PENMANSHIP — GRADES ONE TO FOUR

**Textbook:** Palmer's "Writing Lessons for Primary Grades."

**Assignment:** Pages 60 to 69, with corresponding instruction in "Teachers' Guide," pages 28 and 29. Keep up the reviews and home practice. Work constantly for correct position and movement in all written work.

File specimen sentence at close of period, as usual. Grade pupil on the real progress he is making and his perseverance, as well as in the actual results he is able to acquire.

### PENMANSHIP — GRADES FIVE TO EIGHT

**Textbook:** "Palmer Method of Business Writing."

**Assignment:** Lessons 101 to 124, pages 78 to 86. Continue to follow the instruction of previous periods, as well as to study carefully the lessons in the pupils' textbook. Continue home practice and application of position and movement to all written work. Speed should be 75 to 150 letters a minute, an average of a least 100 letters a minute, while preserving neatness and correct formation.

**Test Specimen for Fifth Period:** In five minutes, write three lines of each of the following, keeping the alignment good. Grade and file specimen as usual.

A. B. Collins owns the mill on the hill.  
Specimens of my business penmanship.  
Hold happiness more sacred than gold.  
Join letters with care and judgment.  
Do not fail to see and correct all errors.

### DRAWING — GRADES ONE TO EIGHT

**Special Features:** Lettering, using capitals, small letters, and numerals. For primary grades, simple single line lettering, letters cut from folded paper squares, and letter designs on squared paper. For upper grades, Roman and Gothic lettering. For upper grades, principles of simple perspective, the vanishing point, and the horizontal line; drawing objects above and below the horizontal line; foreshortening. Hues and complimentary colors.

**Mediums and Time:** Same as in previous periods.

**Application and Adaptation**

*Bible; Literature, etc.:* Mottoes decorated with nature designs of flowers, spring buds, pussy willows, or other appropriate figures; gift cards, etc.

*All Subjects:* Notebook cover designs with lettering.

*Nature:* Drawing air animals; spring bird calendar; bird rainbow.

*Reading:* Appropriate illustration for "March," Book Six, page 150.

*Physiology:* Drawing of the brain and the spinal cord in notebook.

*Geography:* Drawing relief maps in notebook — pencil and crayola or light washes of water color; map lettering.

*Sewing:* Stenciling with crayon on paper cards for primary grades. Nature borders stenciled on cloth by upper grades.

*Woodwork:* Decorative design for photograph frame and whisk broom holder. Picture of finished models. Lettering on working drawings of models.

*Construction:* Lettering on portfolios, cardboard boxes, etc.

**Picture Study and Stories of Artists**

1. Jul Adam: Four Little Scamps Are We; Wide Awake.

2. Sir Edwin Landseer: Connoisseurs; The Challenge; Waiting for Mistress; Waiting for Master; The Shepherd's Bible; A Deer Family; Dignity and Impudence; Shoeing the Horse; Red Deer of Chillingham; Wild Cattle of Chillingham; Saved; Stag at Bay; A Member of the Benevolent Society; Distinguished Member of the Humane Society; Piper and Pair of Nutcrackers; Monarch of the Glen; King of the Forest; Laying Down the Law; etc.

3. Make also a collection of colored pictures of birds, choosing first pictures of birds that can be observed locally. The Perry Picture Company and the George P. Brown Picture Company carry a complete and excellent line of these pictures.

**MUSIC — GRADES ONE TO FOUR**

**Textbook:** "The Progressive Music Series," One-Book Course.

**Assignment:** Chapter 4, pages 26 to 32, with no changes.



The characteristic feature of the melodies this period is progression by intervals of thirds and fourths.

In teaching the songs, follow the same "five steps" as described for the first period. See pages 136, 137.

The tone-words to be transferred to perception cards and memorized this period are:

*Thirds*

do-mi	mi-do	so-ti	ti-so
re-fa	fa-re	la-do <sup>1</sup>	do <sup>1</sup> -la
mi-so	so-mi	ti-re <sup>1</sup>	re <sup>1</sup> -ti
fa-la	la-fa		

*Fourths*

do-fa	fa-do	so-do <sup>1</sup>	do <sup>1</sup> -so
re-so	so-re	la-re <sup>1</sup>	re <sup>1</sup> -la
mi-la	la-mi	ti-mi <sup>1</sup>	mi <sup>1</sup> -ti
fa-ti	ti-fa		

For "Valentine Song," page 28, substitute these words:

1. "Mister Postman, have you any  
Letter neat, among so many,  
That you think was sent to me?  
Postman, look in your bag and see!  
Letter fine! Letter fine!  
Is there one that you know is mine?  
Postman, please to look and see  
If there's one in your bag for me."
2. "Here's a dainty little letter.  
Could you write your name much better?  
It is from your father dear  
Who is far, far away from here.  
Letter fine! Letter fine!  
This is your little letter fine.  
This I know was sent to you  
From the one who is dear and true."

For second stanza on page 32, substitute these words:

- "Thank you, friend, for a bower of roses,  
Garden walks all set round with posies.  
Glad I'll come to-day, glad I'll come and play,  
Glad I'll come to-day and play with you."

**MUSIC — GRADES FIVE TO EIGHT**

**Textbook:** "The Progressive Music Series," One-Book Course.

**Assignment:** Chapters 17 to 21, pages 84 to 99, omitting the studies on pages 90, 92-94, and the second one on page 98. On pages 88 and 89, "A Basque Lullaby," change "Fairy elves are softly treading" to "Gently, slowly, softly treading"; change "Folding buds as they pass by" to "Folding buds as it passes by," removing the slur.

**Special Problems:** Those for this period are three eighth notes to a beat equal to a dotted quarter note to a beat; three-part rounds; sharp chromatics; skips to sharps, resolving upward.

#### CHRISTIAN COURTESY — GRADES ONE TO EIGHT

See first period, pages 140 to 142.

#### HABITS OF PRACTICAL HYGIENE — GRADES ONE TO EIGHT

**Food:** Simple, wholesome food. Fruit, grains, vegetables, and nuts. Bad combinations. Not much candy or rich food. Eat slowly and masticate well. Causes of stomach trouble. Attending to needs of the body at *regular* intervals. Nature demands high pay for every transgression. The whole body is sacred, and God will punish any bodily abuse. Evils of spices, vinegar, pepper, too much salt, soda, etc. Indigestibility of fried foods. Eat regularly, and never eat between meals. Foods that make muscle, fat, bone, etc. Evils of tobacco and cigarettes. Waste of saliva in excessive chewing of gum, and harmful effects on mental energy and memory.

**Drink:** Drink a glass of water about half an hour before each meal. Do not drink when food is in the mouth. Water and sterilized milk are good drinks. Tea, coffee, cider, beer, etc., are harmful drinks. Dangers of ice water.

#### ORAL LANGUAGE — GRADES ONE TO EIGHT

**First Week:** Teach when to use "between" and "among"; "each other" and "one another." See "True Education Reader," Book Five, page 75; and "True Education Reader," Book Six, page 46.

**Second Week:** Teach when to use "don't" and "doesn't"; "guess" and "think"; "awful." See "True Education Reader," Book Five, pages 64 and 311.

**Third Week:** Teach the correct use of “teach” and “learn”; “try to do” instead of “try and do.” See “True Education Reader,” Book Five, page 62.

**Fourth Week:** Teach when to use “got” and when not to use it.

Teach the use of “ought not” instead of “had not ought” or “hadn’t ought.” See “True Education Reader,” Book Six, page 53.

**Fifth Week:** Teach the correct use of “shall” and “will.”

Teach why “ain’t” and “hain’t” are bad usage. See “True Education Reader,” Book Five, pages 244, 245.

### JUNIOR WORK — GRADES ONE TO EIGHT

See first period, pages 144, 145.

### PRONUNCIATION DRILLS — GRADES ONE TO EIGHT

**First Week:** Three Consonant Combinations.

1. **sts:** rusts, trusts, crusts, lasts, masts, lists, wists, frosts, boasts, fists, posts, insists, ghosts, twists, locusts, rests, nests, bursts, consists, costs, hosts, mists, thrusts, insists.
2. **ndz:** finds, sounds, bounds, binds, kinds, lands, bands, hands, stands, rends, sends, friends, commands.
3. **mpt:** tempt, empty, attempt, exempt, promptly, contempt.
4. **sps:** lips, wasps, grasps, rasps.
5. **sks:** asks, basks, desks, tasks, disks.
6. **fts:** gifts, lifts, sifts.
7. **kts:** sects, protects, facts, acts, obstructs, insects, neglects, prospects.

**Second Week:** Three Consonant Combinations.

1. **ldz:** child, holds, colds.
2. **lps:** scalps, helps.
3. **lfs:** gulfs, selfs.
4. **lks:** milks, silks.
5. **lmz:** films.
6. **lts:** quilts.
7. **dths:** breadths, widths.
8. **rths:** births.
9. **rfs:** scarfs, wharfs.

10. **lths**: stealths.
11. **pths**: depths.
12. **pts**: accepts.
13. **dst**: amidst, didst, couldst.
14. **ngkt**: distinct, thanked.
15. **skt**: asked, basked.
16. **spt**: grasped.
17. **rpt**: warped.
18. **ncht**: pinched.
19. **lkt**: milked.
20. **shr**: shroud, shriek, shrank, shrivel, shrink.

**Third Week:** Three Consonant Combinations.

1. **vrđ**: covered, hovered.
2. **lmd**: overwhelmed.
3. **sld**: wrestled.
4. **njd**: singed, hinged.
5. **rdz**: words.
6. **zmz**: chasms, spasms.
7. **skw**: squeeze, squall, squeal.
8. **nd-sh**: friendship.
9. **ng-gw**: language, linguist, languish, anguish.
10. **ngth**: length.
11. **kt-l**: correctly.
12. **ft-l**: swiftly.
13. **nd-l**: friendly.
14. **st-l**: restless.
15. **thz**: clothes, mouths.

**Fourth Week:**

I. Combinations of more than three consonant sounds:

Attempts, distinctly, fold'st, cover'd'st, instincts, worlds, wrinkles, struggled, embark'dst, swerv'st, travel'dst, settl'dst, liv'dst, muzzled, texts, humbled, strangled, mingled.

II. Avoid omissions of consonant sounds.

1. **t**: swiftly, gifts, facts, acts, correctly, distinctly, tempt, slept, suggests, little, except, accept, antarctic.
2. **st**: lasts, posts.
3. **k**: asked, antarctic.
4. **p**: empty, pumpkin.
5. **d**: worlds, holds, childs, and, hands; sounds, landscape, windmill.
6. **g**: morning, going, coming, suggests.

7. **h**: himself, her, him, humble.
8. **th**: them.
9. **n**: government.

**Fifth Week:**

Avoid transposition of sounds.

**re**: children, hundred.

Avoid substitution of sounds.

1. **th**: with, withe, truths, beneath, wreaths, wreath, wreathe.
2. **v**: have to (not haf to).
3. **t**: satisfy, little, across (not acrost), take hold (not holt).
4. **p**: baptize, Jupiter.
5. **ph**: diphtheria, diphthong.
6. **r**: surprise.

**HISTORY AND CURRENT EVENTS — GRADES  
ONE TO EIGHT**

See first period, page 148.

**PHYSICAL CULTURE — GRADES ONE TO FOUR**

**For the Teacher:** "Manual of Calisthenic Exercises."

**Assignment:** Page 58, lesson 13, to page 66; page 129 to "Roundel," page 131.

Follow instruction given under first period, pages 148 and 149.

**PHYSICAL CULTURE — GRADES FIVE TO EIGHT**

**For the Teacher:** "Manual of Calisthenic Exercises."

**Assignment:** Lessons 13 to 15, pages 110 to 117; page 129 to "Roundel," page 131. Follow instructions given under first period, grades one to four, pages 148 and 149.

## Sixth Period

**PENMANSHIP — GRADES ONE TO FOUR**

**Textbook:** Palmer's "Writing Lessons for Primary Grades."

**Assignment:** Pages 70 to 72, with corresponding instruction in "Teachers' Guide," page 29. For review practice, use sentences containing "supplementary words" suggested at close of lessons in Part One.

Specimen and test sentences for grades one and two: "See how well I can write."—Six sentences in two minutes. For grades three and four: "This is a specimen of my best writing."—Four sentences in two minutes.

**Grading:** Compare with specimens filed each period. Note progress. Grade equally on position, movement, speed, and formation. Grade on the first three while pupils are writing. Pupils who have failed habitually to sit in correct position and use good muscular movement in all written tasks should not be marked high in those two units. A pupil who sits in a cramped position cannot possibly be rated above zero in that unit; one who writes his daily class work with finger movement can be graded only zero in movement. A pupil who has been negligent in home practice may not be able to reach a high standing in speed or form.

#### PENMANSHIP — GRADES FIVE TO EIGHT

**Textbook:** "Palmer Method of Business Writing."

**Assignment:** Lessons 125 to 146, pages 87 to 94, and drills for certificates. Eighth grade pupils who have given faithful practice of the right kind throughout the year should be able to secure the penmanship diploma.

At the beginning of the period, write to the nearest office of the A. N. Palmer Company for instructions regarding final examination and application for the diploma. Do not allow a pupil's application for a diploma to be sent in unless there is good reason to expect a favorable response. A pupil who secures a diploma should receive first grade in penmanship on his eighth grade "Certificate of Promotion," and may be excused from conference examination in this subject.

**Test Specimen:** Pupils in grades five to seven, and those in grade eight who do not apply for the diploma, write the same specimen as was written at the beginning of the school year. For copy, see pupils' textbook, page 6.

Compare speed and form with the pupil's first specimen; give honest credit for the degree of *habit* the pupil has formed in correct position and movement when at his daily written work, and assign him his year's grade in penmanship accordingly.

**DRAWING — GRADES ONE TO EIGHT**

**Special Features:** Composition and illustration. Children in pose with faces covered; sunbonnet girls, overall boys; pencil and crayon mass of profile silhouettes.

**Mediums and Time:** Same as for previous periods.

**Application and Adaptation**

*Gardening:* Plant growth in various stages from the seed to the full-grown plant; radishes, peas and beans in pods, or other garden vegetables; designs for laying out and beautifying school grounds; sketches from life, of artistic sections of school grounds.

*Reading and Language:* Illustrations in black and white and in colors, selected from the following:

Book One, page 188; Book Two, page 240; Book Five, page 339; Book Six, page 266: The New Earth.

Book Three, page 287; Book Four, page 186: Sunrise.

Book Four, page 209: "Little by Little."

Book Four, page 109: "Cradles."

Book Six, pages 148 to 161: The Months.

*Geography:* Relief maps with crayon on blackboard. Let them remain till the close of school.

*Physiology:* Manikins of eye and ear.

*Construction:* Design invitation card to parents and friends to attend closing school program.

**Picture Study and Stories of Artists**

1. H. Hofmann: Head of Christ; Christ Disputing with the Doctors; Christ Preaching from a Boat; Raising the Daughter of Jairus; Jesus and the Woman of Samaria; Christ and the Rich Ruler; Jesus in Gethsemane; Flight into Egypt; Healing the Sick; etc.

2. Elizabeth Gardner: Two Mothers and Their Families; Innocence; Farmer's Daughter; In the Wood; Soap Bubbles; Judgment of Paris; Three Friends; Young David; Basket of Cherries.

**Grading and Promotion Standards:** In grading work in drawing, use the following scale:

1. Mechanics of drawing (colors and tones, perspective, blocking out, etc.)..... 10%

2. Illustration in pencil, ink, crayola or pastel, and water color, showing lettering, design, single forms of fruits, vegetables, flowers, leaves, etc., composition work, and landscape .....	40%
3. Applications to geography, physiology, literature, nature, Bible, language, history, or manual arts notebooks .....	40%
4. Picture study and stories of great artists.....	10%
Total.....	100%

In connection with the conference examination in drawing, a pupil should present in a neat portfolio of his own design and construction at least five of his best productions made during his senior year and covering the points given under 2 and 3 above. He should be familiar with at least ten of his favorite artists and their compositions, and tell why they are his favorites.

#### MUSIC — GRADES ONE TO FOUR

Give this entire period to a review of the year's work and to rote singing. Use about five minutes of each period for visualization drills on tone-words from the perception cards.

#### MUSIC — GRADES FIVE TO EIGHT

**Textbook:** "The Progressive Music Series," One-Book Course.

**Assignment:** Chapters 22 to 25, pages 100 to 112, omitting both studies on page 106. On page 110, change "Bringing Christmas day merry, To drive our gloom away," to "With its snow and winter glow, Give us joy away." Omit the first stanza of the study on page 111.

**Special Problems:** Those for this period are flat chromatics; skips to flats, resolving downward; dotted eighth and sixteenth notes; three tones ascending chromatically; three tones descending chromatically.

Give attention to music interpretation, including a knowledge of the various expression symbols. Do not allow note by note reading. The phrase is the unit of music thought, and all music studied should be recognized by the pupil as composed of these music phrases, which should be sung as wholes. Singing note by note is like reading word by word or spelling each word before pronouncing it.



**Review:** If the work has been well done, eighth grade pupils will be able to reproduce in staff notation simple hymns or songs sung by the teacher to the syllable *la* or *loo*, showing the kinds of notes used, their location on the staff, the division into measures, etc. The teacher should give the pupil the key when attempting an exercise of this kind. For illustration, take "America." Direct the pupils as follows:

1. Draw four staves with treble clef.
2. Place signature for key of G.
3. Decide on time signature as I sing. (Teacher sings slowly, giving special emphasis to the accented beat of each measure. The pupil should then be able to place time signature correctly.)
4. Listen while I sing the first phrase; the first note is the keynote. (Teacher sings slowly, and in perfect time, "My country, 'tis of thee," using the syllable *la* or *loo*. Pupils decide what note represents each tone, the kind of note used, and the number of measures.)
5. Write this phrase on the staff.
6. Test the accuracy of your work by singing the music you have written. Correct, if necessary.
7. In like manner continue, taking a phrase at a time.
8. When the entire song is written by the pupils, let pupils read (musically) by *so-fa* syllables a phrase at a time, others correcting their work, if necessary.

Pupils expecting a passing grade from elementary music should understand the various keys; the principal notes, rests, and expression characters; location of musical characters on the staff with the treble clef; time and transposition. They should be able to read readily simple hymn music in two parts. They should also have some knowledge of the great musicians and some of their compositions; also some of our leading hymn writers and the story of some of these hymns.

#### CHRISTIAN COURTESY — GRADES ONE TO EIGHT

See first period, pages 140 to 142.

#### HABITS OF PRACTICAL HYGIENE — GRADES ONE TO EIGHT

**Nose:** Breathing through nose, not through mouth. Use of handkerchief. Explain how the cilia in the nostrils catch

impurities, and thus strain the air before it enters the lungs. Explain how the nostrils warm the air before it enters the lungs.

**Ears:** Never pull or slap or shout in the ears. How to clean them. Cause of earache; how to prevent and how to cure.

**Hair, Scalp, and Nails:** How to keep scalp clean and hair tidy. Structure of hair, how it is oiled. What to do for an excess of oil; for insufficient oil. How to comb the hair. How to trim and care for nails; never bite them. Cleaning finger nails every day after washing hands.

#### ORAL LANGUAGE — GRADES ONE TO EIGHT

**First Week:** When to use the adjective and when the adverb. See "True Education Reader," Book Six, page 200.

**Second Week:** Teach the use and misuse of double negatives. See "True Education Reader," Book Six, page 125.

**Third Week:** Teach when to use "who" and when to use "whom." For illustrative sentences, see "True Education Reader," Book Six, page 132.

**Fourth Week:** Drill on the use of pronouns. See "True Education Reader," Book Six, pages 120 and 121.

**Fifth Week:** Drill on the correct use of common prepositions. See "True Education Reader," Book Six, pages 246 and 247. Include the prepositions "in" and "into," "on" and "upon."

#### JUNIOR WORK — GRADES ONE TO EIGHT

See first period, pages 144 and 145.

#### PRONUNCIATION DRILLS — GRADES ONE TO EIGHT

**First Week:** In the following exercises, avoid blending the last sound of one word with the first of the following word:

1. I want to go; don't you?
2. Can't you go with me?
3. Mary will go; won't you go, too?
4. The goods are not at all satisfactory.
5. His crime moved me.
6. He can pain nobody.
7. The finest streams through the tangled forests strayed.

Read distinctly the following:

1. Can there be an aim more lofty? Can there be a name more lofty?
2. The judges ought to arrest the culprits. The judges sought to arrest the culprits.
3. Did you say "the spirit sigh" or "the spirit's eye" or "the spirit's sigh"? I said "the spirit's eye," not "the spirit sigh" nor "the spirit's sigh."
4. "The battle last still night" or "The battle lasts till night."
5. "I cannot see at all" or "I cannot see a tall."
6. "He can debate on neither" or "He can debate on either."
7. Whoever saw such an ocean? Whoever saw such a notion?

**Second Week:** Articulation deals not only with single words, but with words as they are associated in sentences. Often the meaning is entirely changed by poor articulation. Read the following very distinctly:

1. Did you say "an ice house" or "a nice house"?
2. Did you say "ice cream" or "I scream"?
3. Did you say "some ice cream" or "some mice scream"?
4. Did you say "Bring me some ice" or "Bring me some mice"?
5. Did you say "Let all men sing" or "Let tall men sing"?
6. Did you say "He was killed in war" or "He was skilled in war"?
7. Did you say "Will he attempt to conceal his acts?" or "Will he attempt to conceal his ax"?
8. Did you say "The man had oars to row her over" or "The man had doors to roar over"?

Give the short *e* sound in: error, very, merry.

Give the circumflex *e* in: where, heir, there, ere.

Give the short *y* or *i* sound in: sirup, stirrup.

Give the short *o* sound in: orange, forest, forehead.

Give the circumflex *o* in: or, for.

Give the short *u* sound in: hurry, curry.

Give the circumflex *u* in: fur.

**Third Week:** Words ending in short *y*, avoid giving the sound of long *e*, especially when singing. Pronounce: lightly, any, story, mercy, monkey, comely, truly, only, dirty, gaily, loudly, liberty.

*Oi, oy.* Be careful of *oi* and *oy* in these words: oil, joint, noise, point, quoit, rejoice, coin, royal, annoy, joyful, voyage.

Carefully pronounce *ou* and *ow* in: loud, mouth, sound, ground, about, scour, bough, hour, cloud, owl, fowler, flowers, renown, vowels.

**Fourth Week:** Be careful not to substitute one vowel sound for another.

mistake (not mustake)	cometh (not comuth)
promise (not promus)	creek (not crick)
Jerusalem (not Jerusalum)	very (not vary)
just (not jest)	Mary (not merry)
get (not git)	height (not heighth)
America (not Ameriki)	somebody (not somebuddy)
mountain (not mountun)	liberty (not libertee)
confidence (not confidunce)	approve (not upprove)
afford (not ufford)	was (not wuz)
	inaugurated (not inaugerated)

Correctly pronounce err, error, water, because, from, again, against, since, of, fearless, judgment, been, soon, root, roof.

Avoid introducing a vowel sound: laundry, not laundry; troublous, not troubleous; wondrous, not wonderous.

Avoid omitting a vowel sound or suppressing a syllable: interesting, not int'resting; history, not hist'ry; every, not ev'ry; suppose, not s'pose; perhaps, not p'raps; arithmetic, not 'rithmetic; company, not comp'ny; believe, not b'lieve.

**Fifth Week:** Give the correct accent in these words:

dictionary	illustrate
missionary	interesting
necessary	Himalaya
literary	details
secondary	inexplicable
primary	conversant
adversary	precedence
stationery	automobile
January	souvenir
February	abdomen
temporary	medullary
adult	Adventist
allies	integral

**HISTORY AND CURRENT EVENTS — GRADES  
ONE TO EIGHT**

See first period, page 148.

**PHYSICAL CULTURE — GRADES ONE TO FOUR**

**For the Teacher:** "Manual of Calisthenic Exercises."

**Assignment:** Pages 67 to 76; pages 131 to 133. Follow instruction given under first period.

**PHYSICAL CULTURE — GRADES FIVE TO EIGHT**

**For the Teacher:** "Manual of Calisthenic Exercises."

**Assignment:** Lessons 16 to 18, pages 118 to 124, pages 131 to 133. Follow instruction given under first period, grades one to four.

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## Supervised Play\*

"The question of suitable recreation for their pupils is one that teachers often find perplexing. Gymnastic exercises fill a useful place in many schools; but . . . exercise in a gymnasium, however well conducted, cannot supply the place of recreation in the open air, and for this our schools should afford better opportunity."

"So far as possible, facilities for manual training should be connected with every school. To a great degree such training would supply the place of the gymnasium, with the additional benefit of affording valuable discipline."

"As a relaxation from study, occupations pursued in the open air, and affording exercise for the whole body, are the most beneficial. No line of manual training is of more value than agriculture."

"The little child finds both diversion and development in play; and his sports should be such as to promote not only physical but mental and spiritual growth. As he gains strength and intelligence, the best recreation will be found in some line of effort that is useful."

"To strengthen the tie of sympathy between teacher and student there are few means that count so much as pleasant association together outside the schoolroom. In some schools

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\*The plays described in this section were written by Miss Jean B. Henry.

the teacher is always with his pupils in their hours of recreation. He unites in their pursuits, accompanies them in their excursions, and seems to make himself one with them. Well would it be for our schools were this practice more generally followed."—*"Education,"* pages 210, 217, 219, 215, 212.

The teacher should give earnest study to the principles the Lord has given us on the subject of proper recreation, found on pages 207 to 222 of the book "Education" and elsewhere, and be guided by this instruction in the use made of the following plays and sports given for the recreation of "the little child." See also "School Manual," pages 59 and 60.

### **Three Deep (Third Man)**

The players form a double circle, one inside of the other. Each player in the outer circle stands directly behind the one corresponding to him in the inner circle. This formation may be reached by having the class march by twos in a circle and then all face the center. Another simple way is to march in a single circle, count off by twos, and let the No. 1's step to the right in front of the No. 2's.

Two players are chosen, one for runner, and the other for chaser, whose object it is to tag the runner. The runner must try to avoid being tagged, by running around the outside of the ring, and taking refuge in front of any couple standing in the ring. This makes the line this couple formed "three deep," and lays the third or back player liable to tagging. He therefore becomes the runner, and seeks to reach a position in front of another couple before the chaser tags him. Should the chaser tag the one who is running, the runner immediately becomes the chaser, and the original chaser must run or be tagged, and must in turn get in front of some couple standing in the ring. The third or outer one, in this case, then must become the runner. It is easy to see how necessary it is for each one on the outside or back, to be wide-awake and watching. Neither runner nor chaser may run through the ring even to pass one couple. Should the runner forget and do this, he must become chaser, the same as if he had been tagged. But the runner may, for instance, run in front of his own file, or may appear to be going in front of

the couple on the left, but jump suddenly in front of the one on the right. It is usually not best to pass more than three or four couples before taking position in front of some one, and never should a runner go around the ring more than once.

*Variation.*—"Three Deep" may be played with the couples in the ring standing facing each other, with space between them for the runner to find refuge. In this case, the one to whom the runner turns his back when he steps between becomes the third man, and must run or be tagged. The game may also be played with the couples facing each other and standing at irregular intervals around the playground. When it is played in this way, the runner and the chaser may run in and out, or any way they choose.

### **Shadow Tag**

The object of this play is for the chaser, or "it," to step on the shadow of some other player, thus making the one whose shadow is stepped upon, the chaser.

### **Stoop Tag**

The players in "Stoop Tag" avoid being tagged by the one who is "it," by dropping to a stooping (squatting) position. This may be made more interesting by limiting the number of times the players may stoop, after which they may escape the chaser only by running.

### **Hare and Tortoise**

Two parallel lines are marked off on the playground, from fifty to one hundred or more feet apart. All the players but one take their places on one of these lines. The odd man, or counter, takes his position on the other line, with his back turned to the other players. Each time the counter begins to count, all the other players may step forward, and cover as much ground as possible; but if, when he reaches ten, the counter turns and sees any player moving, such player must

go back to the starting line and begin all over again. The counter continues to number to ten, and the other players to move forward each time, until all have crossed the line on which the counter is standing. The last one over the line becomes counter for the next game. It will be seen that those moving cautiously, or even stopping before the counter says "ten," will make quicker progress than those who venture too much and have to repair to the starting line again and again.

### **Wolf and Sheep**

This is a play of hide and seek in which one hides and all the others seek. The one who hides becomes the wolf. All the other players are called sheep. A pen is chosen, where the sheep blind their eyes while the wolf is hiding. One who has been chosen as a leader counts fifty or one hundred, to allow time for the wolf to hide, at the end of which time the sheep, following the leader, begin to seek for the wolf. When any of the sheep discover the one who is hiding, the leader cries out, "I spy the wolf." This is a signal for the sheep to stand still until the wolf comes out from his den and takes one jump toward the sheep. The wolf then may chase and tag any sheep who has not reached the pen.

The sheep who is tagged becomes a wolf, and joins the original wolf for the next hiding. When more than one wolf is hiding, the leader stops the sheep with the cry, "I spy the wolf," if one of the wolves is discovered; and all the wolves become partakers in the chase when the sheep run for their pen. If the wolf sees the sheep first, and thinks it advantageous to him, he may call, "Stand, take three steps." The sheep must then stop, take three steps toward the wolf, then allow the wolf to jump toward them before they run for the pen. If desirable, the wolf may run to the pen from his hiding place, and be ready to tag the sheep as they come in. The wolf may not chase the sheep until the leader says, "Wolf"; therefore the leader may hold the wolf in suspense by saying, "I see the — bear — cat," or anything he chooses, before saying "Wolf."



**New Orleans (Old Woman from the Woods, or Trades)**

The players are divided into two parties. One party retires and decides upon some occupation, after which they advance toward the other party, who ask, "Where did you come from?" The advancing party answer, "From New Orleans." The first party then say, "What is your occupation?" whereupon the second party go through the motions descriptive of their chosen occupation. The first party try to guess what trade is represented, and if successful, may chase the others to their designated goal. If any players are caught, they must join their captor's party, and the successful guessers take their turn at representing a trade. Should the guessing party fail to recognize the chosen occupation, the others have another trial. The play ends when all the players on one side are caught.

**Prisoners' Base No. 1**

There are several ways "Prisoners' Base" may be played. Perhaps the simplest form is thus described:

The playground is divided into equal parts — territories belonging to the opposing parties. A prison is marked off at the rear corner of each territory. Any player who dares his opponents by venturing into their territory may be tagged, and is then taken to his captor's prison, where he must remain until some player from his side succeeds in tagging him. Either the released prisoner or the rescuer may be tagged on their way back home, and both thus become prisoners.

**Prisoners' Base No. 2**

For another form of "Prisoners' Base," two large goals are marked off, one at each end of the playground, with a small prison in one of the rear corners of each goal, the space between the goals being neutral territory. Two captains are chosen, who select their respective parties by choosing alternately. The object of the play is either to make prisoners of all the opposing party, or to enter the enemy's goal.

The play begins when a player from one side attempts

to enter the opponents' goal, whereupon the second side send out a player to tag this first man, and immediately the first party may send another to protect the first one, and so on until nearly all the players are drawn out. A man may tag only those opponents who left their goal before he left his, and he may be tagged by any who left the goal after he left his. A player may return to his home goal at any time; and when he does this, the man who was sent out to protect (cover) him must also return. The captor should direct the play, and may use his judgment in sending out and recalling his men. He should have some one always on guard in the home goal. When a player is tagged by an opponent, he must go to his captor's prison. From here he may reach out as far as possible, to allow himself to be rescued (tagged) by his own party, so long as he has at least one foot in the prison; and all prisoners must be arranged in the order of their captivity, the first one being nearest the place of exit, the second next, and so on. When a man is rescued, both he and his rescuer may return to their goal unmolested; but any one attempting to free a prisoner may be tagged. Only one prisoner may be tagged at one time by the same player.

### **Snow Skim**

In this play, the players are provided with four or five sticks suitable for throwing with one hand. These sticks are each notched, one having one notch, another two, another three, and so on. A line from which to throw is marked off, and each player takes a turn at skimming one of his sticks as far as he can across the snow. The player whose stick goes the farthest scores a number of points corresponding to the number of notches on the stick thrown. These sticks are then laid aside, and each player throws another stick, and again the one who throws the farthest scores as many as the number of notches on his last thrown stick. The throwing and scoring continues until all the sticks have been used. The sticks used are better when made smooth and when they are heavy enough to carry well.

### **Big Lion**

One player is chosen for a lion, and another for a captain. At the beginning of the play, the lion takes his place in the den marked off at one end of the playground. The other players may venture as close to the den as they choose, taunting the lion. When the captain cries, "Loose the lion!" the lion may run out and catch any player he can. He must, however, hold him long enough to repeat "Big lion" three times. When a player is thus caught, he becomes a lion, and he and the "big lion" are both chased back to the den by all the other players.

After this, when the "big lion" leaves his den, his captive must go hand in hand with him, and the two try to capture another player by putting their arms over the head of their victim. When there are more than two "lions," the captain designates the manner in which they must come forth for their prey by giving signals such as, "Lasso!" when they all run in a long string, clasping hands, and take their prisoner by any two of them clasping each other's hands and slipping their arms over his head. Or the captain may say, "Circle chain!" which indicates that all must hold hands and surround their victim. Or he may signal, "Doubles!" at which sign the "lions" join hands in pairs and run to catch their prey. The other players may break the line of "lions" by running between them, thus giving all an opportunity to chase the "lions" home again. The game is ended when all players have been caught. A "lion" may be chosen for the next game, or the first or last one caught may be the "lion."

### **Puss**

One player is selected for the "puss." A good sized circle is drawn, in which "puss" takes a position. The object of the play is for "puss" to tag any one who ventures even one foot inside the circle. Each one tagged joins "puss" in the circle, and helps to tag the others. The play ends when all have been tagged. The last one tagged becomes "puss" for the next time.

### **Twelve O'clock at Night (Midnight)**

A den is marked off in one corner of the playground, for a fox; and in the opposite corner, a pen for sheep. The player chosen to be the fox saunters forth from his den. All the other players, representing sheep, then venture out of their pen, and dare the fox by asking him what time it is. As long as he says, "Two o'clock," or, "Five o'clock," or anything but "Twelve o'clock at night," or "Midnight," they need not fear; but should he indicate the midnight hour, he may chase them to the pen. A sheep that is caught changes places with the fox.

### **Lame Fox**

The one chosen to be fox is located in his den at one end of the playground. The other players are called chickens, and come from a chicken yard at the other end of the playground. When the chickens come near the fox's den, they tease him by calling him "lame fox." The fox may run out and tag any player; but he may take only three steps toward any of them, after which he must hop. The chickens may chase the lame fox home, should he at any time place both feet on the ground while outside of his den, although the fox may change from one foot to the other while hopping. When a chicken is caught, he must become another lame fox, and help to catch the chickens, observing the same rule as did the original lame fox. The last chicken caught becomes the lame fox.

### **Fox and Geese**

All the players but two stand in a single line, each one having his hands on the shoulders of the one in front of him. One of the two odd players is chosen for the fox, the other for the gander. The object of the fox is to tag the last one in the line. The gander tries to prevent this by getting between the fox and his flock. The geese also must help to protect the end goose by swinging around, doubling the line, or any way possible. When the last goose is tagged, that goose becomes the fox, and the fox becomes the gander.

### **Catching the Horses**

The players are divided into two equal parties. At each end of the playground, a line is drawn to mark the respective goals. The two parties take their places, one in one goal, and one in the other. When the play begins, the players of one party clasp hands. Those of the other party represent the horses, and the two parties advance toward each other. The object of the play is for the horses to run across to the opposite goal without being caught. On the other hand, the opposing party are to catch as many horses as possible by surrounding or encircling them.

The horses may not try to break the clasped hands apart, and when encircled, may not escape except at the opening made by the ends of the line. However, if the line should break, all the horses may escape; and in this case, all return to their respective goals, the horses become the line, and the original line becomes the horses, and another advance is made. When any horses are caught, either they may no longer play or else they join the other side.

Care should be taken that this play does not become rough. The best runners should be placed on the ends of the net, and the slower ones in the middle.

### **Snatch**

The company is divided into two parties of equal number. At each end of the playground, a goal is marked off. Half way between the goals, an "object of contention" is placed. (An Indian club, a flag, or a handkerchief placed on a stick stuck in the ground or laid on a stone, may be used.) On each goal line, in a direct line with the "object of contention," is placed a mark for the starting place.

The purpose of the play is for two runners, one from each goal, to start from their respective starting places at a given signal, and one snatch the "object of contention," and run back to his goal, while the other tries to catch the "snatcher" before he reaches his goal.

If the runner succeeds in reaching the goal with his trophy, his side scores a point; but if he should be tagged by the other, the point scores on the side of the chaser.

The rule of the play may be that the "snatcher" may not be tagged until after he has touched the object he is trying to secure, or the company may decide that he is liable to tagging from the time he leaves his goal until he is safe within its limits again.

After the first run, the party that previously sent out the "snatcher" should now send a "tagger," while the other side sends forth a "snatcher"; and they continue alternating "tagger" and "snatcher" throughout the game.

Each party should have a captain, who calls the runners at his discretion. The opposing captain should always try to match each one chosen from the other side with one from his own company of equal or if possible greater power.

If desired, the class may be arranged in ranks of two, as for marching. The ranks then number, one file going to one goal, and the other file going to the other goal. Those whose numbers correspond are pitted against each other in running, in their turn.

### **The Gallant Ship**

The children all clasp hands and skip around in a circle while repeating the following verse, squatting down quickly as the ship goes down:

    "Round and round went our gallant ship,  
        And round and round went she;  
    Round and round went our gallant ship,  
        But she sank to the bottom of the sea."

Sometimes the children will think it jolly to "tumble" when they say the ship goes down.

### **The Zoo**

The children form in a line, all facing forward. Before them is the child who has been chosen to be the manager. This manager moves back and forth before the line, calling the names of animals. Each time a name is called, all the other players try to imitate the movements and cries of that animal. When the manager calls, "Off to your cages!" all the children prance or gallop to their "cages," each imitating the animal he has chosen to be. This play may be made very interesting

and amusing. The pupils may imitate the neighing, prancing, or galloping horse, the mooing cow, the mewling cat, the barking dog, the cackling hen, the braying donkey, a snarling tiger, a roaring lion, or any other animal.

### Hawk and Dove (Letting Out the Doves)

Three are chosen to represent the hawk, the dove, and the owner of the birds. The owner may be represented by the teacher or some of the older children, the dove by one of the smallest, and the hawk by a larger child.

The owner stands between the hawk and the dove, holding the hand of each. When the owner is ready to release the dove, she throws it from her; and the dove, waving its wings (arms in imitation of flying), flies away. When the dove is a sufficient distance away, the owner releases the hawk by throwing it from her, and the hawk flies off to catch the dove, going over the exact route taken by the dove. When, in the judgment of the owner, the chase has lasted long enough, she claps her hands as a signal for her pets to return; but the dove is not safe from the hawk until it reaches its owner again. The two birds should use their arms, throughout the chase, in imitation of flying. More than one set of owner, hawk, and dove may be operating at the same time if desired; or the whole company may be divided into threes, and all play at once.

### Happy Rabbits

Oh, happy little rabbits we,  
 Skipping all around!  
 We hop, and hop, and nibble food  
 We find upon the ground.  
 But listen! Rustling in the woods  
 What is that we hear?  
 We'll run and hide before we're caught  
 By a big grizzly bear.

The little children skip about in a circle, or on the playground promiscuously, repeating or singing these verses. When they say "hop, and hop," they begin hopping about either on one foot or on both feet. At "nibble," they stop and pretend to be feeding. At "listen," they stand with

heads up as if trying to hear; and when they say "run and hide," all scatter about and hide in the grass. The bear is a blindfolded child who hunts the rabbits. The first one caught becomes bear for the next time.

## PLAYS FOR THE SCHOOLROOM

### How Do You Do?

The children are all seated. One child is chosen for the guesser, who may either come to the front and hide his face in his teacher's lap, or go to the wall or a corner and blind his eyes.

When the guesser is ready, the teacher motions to some other child, who stands and says, "How do you do?" If the child who is blinding recognizes the voice of the one addressing him as that of Harold, he replies, "How do you do, Harold?" If the guess is not correct, the greeting is repeated by the same child at his seat, and the guesser tries again, and possibly the third time. If, however, he does not name the right one in three guesses, the guesser must yield his place to the other child. If the guess is correct, the guesser continues to blind his eyes, and another child is signaled to speak.

When the guessers become too well acquainted with the location of the voices in the room, the children may be asked to change their seats. Sometimes, to vary the exercise, a child from some other room may be called in; and then the guesser, if he recognizes that the voice is a new voice, may say, "How do you do, stranger?" Other greetings, such as "Good morning," "Good afternoon," etc., may be used instead of "How do you do?"

### Catching Mice

One child is chosen for the cat, and several children are chosen for mice. The cat may secrete itself under or back of the teacher's desk. The mice then slip stealthily up, and all together begin scratching like mice, on the desk. As soon as the cat discerns the scratching, she comes crawling out from her place, and chases after the mice. If they succeed in getting back to their seats (the children may call their



seats holes) without being tagged, they are safe; but if one is caught, he must change places with the cat, and the play proceeds as before. If all the mice escape, the same cat must hide again until she succeeds in catching her prey. In order that all may have a chance to play, a new set of mice should be chosen each round.

### **Changing Seats**

All are seated in the schoolroom. At the command, "Change right!" all slip quickly and quietly from their seats and into the seats on their right. Those in the row on the extreme right stand in the aisle, or if the teacher so indicates, lightly run around to the row of vacant seats on the other side of the room. Should the command be, "Change left!" all must then slip into the seats on the left, etc. The command may also be, "Change forward!" or, "Change backward!" the pupils then moving forward or backward, as the command may indicate. Rapid and unexpected changes make the play more interesting and lively.

### **Vaulting Seats**

This game is similar to changing seats. The children should stand in the aisles. When the command, "Right, vault!" is given, all turn, and placing one hand on the desk in front and one on the desk behind, vault over their seats. To do this properly, the knees should be bent, the back erect, and the weight of the body on the toes. This should also be the position in alighting; for thus the force of the jar is not felt.

The command may be either "Right vault!" or "Left vault!" all jumping then as indicated by the teacher or the one who is leading the exercise.

### **Catch the Squirrel**

One pupil is chosen for the squirrel. All the others are in their seats, with their heads bowed forward on their arms. Each, however, leaves one hand outstretched and open. The squirrel, who carries some small object, supposedly a nut, runs stealthily around the room, or up and down the aisles.

and drops the nut into one of the open hands. The pupil receiving the nut rises immediately from his seat, and tries to catch the squirrel before the squirrel reaches his own home (his seat). If the squirrel reaches his nest in safety, the one who holds the nut takes the place of the squirrel. If, however, the squirrel is caught before reaching his home, he becomes squirrel again, and the other pupil returns to his seat. All may awake to watch the chase.

### **Observation**

On a table or the teacher's desk are placed from ten to twenty or more objects, such as a ruler, a pencil, an ink bottle, a key, a piece of chalk, etc. All the pupils then arise, and march single file past the table, and back to their seats. They then write a list of all the articles they remember seeing on the table. See how many pupils can reproduce the entire list.

### **Circle Tag (Schoolroom Tag)**

All the pupils but the chaser ("it") are seated at their desks. The one who is "it" is stationed ten feet (any distance may be determined beforehand) away from a three-foot circle drawn on the floor in the front of the room. When the chaser calls the name of a pupil, that one must rise and try to run through the circle and back to his seat without being tagged by the chaser. He may do some maneuvering before he passes through the circle, since he may not be tagged until he has gone through it, nor may the one who is "it" tag a runner until the chaser himself has run through the circle. If the runner fails to reach his seat before being tagged, he becomes "it."

### **Bob Tag — Old Man Tag**

In this play, one pupil is chosen to be chaser (old man). The pupils in rows one and two stand in the aisle between their two rows. Rows three and four stand in the aisle between their two rows, and so on, there being an empty aisle every two rows, in which the old man may run up and down. Each of the other players should stand close beside his own seat. The object of the old man is to tag any player he can

before that player bobs down into his seat. When a player is tagged, he must change places with the old man. Each player who has bobbed down into his seat to avoid being tagged should rise again as soon as the old man moves away from him.

### **Lost Child**

One child is either blindfolded or sent out of the room. Another child is then asked, or beckoned, to leave his place and hide. The others now change their seats, after which the first one is unblinded, or called back, and tries to tell which child is missing. If he guesses correctly, he takes his seat, and another is chosen to blind. If the child who guesses is not successful, he may try again.

### **Last Man**

(A very successful game.)

All but two players are in their seats. Of these two odd ones, one is chosen for the runner, and the other for the chaser. The object of the chaser is to tag the runner, who, when he is tagged, immediately becomes the chaser, and the original chaser must then run or be tagged. When, however, the runner finds himself in danger, or at any other time when he so chooses, he may save himself by stepping to the back of any row of seats, and proclaiming, "Last man!" This is a signal for the one in the front seat of that row to flee; for he now becomes liable to tagging, and the chaser must center his efforts on this new runner.

As soon as the runners are out of the aisle, all in that row move forward one place, making room for "last man" in the rear seat. Those in the front seats need to be on the alert, as they may be compelled to run at any minute. All should be careful to keep their feet well under their desks, so no one will be tripped.

### **I Say, Stoop!**

The leader, who stands in front of the class, says, "I say, Stoop!" and instantly he himself stoops and rises, the class also immediately doing as he does. The leader may continue

with a number of rapid commands, such as, "I say, Rise on toes!" "I say, Bend the knees!" etc., each time performing the exercise himself, and the class instantly following, until, at some unexpected moment, he may say, "Stoop!" without saying, "I say." At such a time, any pupil who thoughtlessly performs the exercise must change places with the leader, and give the commands until he catches some one else in a similar way.

The leader may also surprise the other players by saying one thing, such as, "I say, Stoop!" while he himself executes some other movement, such as rising on toes. Whenever any player does what the leader *does* instead of what he *says*, that player must become leader. Almost any gymnastic exercise may be given in this play.

### **Have You Seen My Sheep?**

This may be played either in the schoolroom or on the playground. If on the playground, all stand in a circle. One player then passes around the outside of the ring, and tapping some one on the shoulder, says, "Have you seen my sheep?" The one addressed answers, "What did he look like?" whereupon the first speaker describes some one in the circle by telling the color of dress or suit, the kind of necktie, or something of the sort. The second speaker then calls the name of the one he thinks the other has described; and if not correct, he guesses again. When the guess is correct, he begins at once to chase the sheep (one described). The sheep should recognize himself by the description, and flee. If he succeeds in getting around the circle and back to his own place without being tagged, he is safe, and the other must try again; but if, on the other hand, the sheep is caught, he takes the place of the questioner, and must run around the circle, and do as the first questioner did.

### **Flower Garden (Kaleidoscope)**

All the children are in their seats. From four to six are chosen to come to the front of the room. These stand in a row, and to each is given the name of a color. (Each may choose his own color name.) When the children in front have

## *Supervised Play*

all been named, those in their seats close their eyes and the teacher rearranges those in front. The children with their seats then open their eyes, and one at a time, are called upon to name the colors in their new order.

When little children are playing this game, the children may be allowed to run about the room unobscured by a signal from the teacher. Then the child who is called upon to name them goes to each, touching him, and saying his color. Instead of a color, other things may be used, as names of historical or literary characters, geographical places, nature objects, or anything desired.

### **Wall Tag (Tag the Wall Relay)**

The children should all be seated, with an equal number in each row of seats. The play begins when the teacher or leader gives a signal, at which the last child in each row leaves his seat, runs down the aisle, and touches the front wall. Just as soon as the runner is out of the aisle, all the other children in the row move backward one seat, leaving the front seat vacant for the one who is running. As soon as the runner has touched the wall, he returns to the vacant front seat. When he is seated, he raises his hand high, which is a signal for the one in the back seat to run. So the play continues until the one who occupied the front seat at the beginning has run and returned to his original seat. The aim of each row should be to transfer all its players as quickly as possible.

### **Blackboard Relay Race**

As this is a race between the different rows, the pupils should be arranged so that there will be an equal number in each row. Before the play begins, the last player in each row is provided with a piece of crayon. At a signal from the teacher, those holding the crayon run lightly and noiselessly forward, and write on the blackboard a word with which a sentence may be begun, each returning at once to his seat, and transferring the crayon, on his way back, to the one sitting immediately in front of him. As soon as this next player has possession of the crayon, he leaves his seat, and hastens forward to place on the board the next word of the sentence.

written by the first player, returning as soon as possible to hand the crayon to the player in front of him. The play proceeds thus until all in the row have added a word. The last word must of course be suitable for the close of the sentence, and the last player must add the punctuation. The aim should be to gain the highest possible number of points, the points scoring as follows: 25 for speed, 25 for writing, 25 for spelling, etc. This may be worked out with arithmetic, geography, grammar, history, or other studies.

### **Schoolroom Relay Race (Automobile Race)**

The play begins when, upon a signal from the teacher, the first player in each row slips out of the right side of his seat, runs forward around his seat, and completely encircles the row in which he was sitting, returning to his seat. Each one in turn runs thus, making as little noise as possible, but hastening at his utmost speed. The aim of each row is for all its players to encircle the row as quickly as possible, or within a stated time.

It is interesting for the children to have each row named after some country, and flags or something representing the flags of these countries are raised and held high by the last runner in each row, to show that he has completed his circuit.

### **Jumping Race**

There may be two or more files competing in this race. The leader of each line stands with his toes at the starting line, opposite which, and from ten to fifty feet from it, is a goal, or finishing line. At a signal from the one directing the play, the first one in each file begins jumping forward, and continues to jump until he reaches the finishing line, when he turns and runs back to his starting line. As soon as he is in reach, he touches the hand of the second player in his file, who has by this time moved up to the starting line. This "touch off" is a signal for the second one to jump forward. In this way, the play continues until all in the files have performed. This may be played by hopping to the finishing line instead of jumping, and then running back. Or it may be played by hopping or jumping both ways.