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## The Bulletin, series 8, number 1, August (1912)

Minnesota. State Normal School (Moorhead, Minn.)

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The Bulletin of the  
State Normal School  
Moorhead, Minnesota

August

1912

# THE BULLETIN

PUBLISHED BY THE STATE NORMAL SCHOOL  
MOORHEAD, MINNESOTA, IN THE INTEREST OF  
:: :: PUBLIC SCHOOL EDUCATION :: ::

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## C O N T E N T S

COURSES OF STUDY IN  
HISTORY AND MUSIC  
: FOR ELEMENTARY :  
SCHOOLS. COURSE OF  
STUDY IN MANUAL  
TRAINING FOR RURAL  
SCHOOLS : : :

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## AUGUST 1912

SERIES EIGHT

NUMBER ONE

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# THE BULLETIN



Published by the State Normal School, Moorhead, Minn.

Series 8

AUGUST 1912

Number 1

## A COURSE OF STUDY IN HISTORY FOR THE ELEMENTARY SCHOOL

The unifying element in our curriculum is the History Course. So far as it is practicable we correlate geography, literature, language, art and construction work with history. This is particularly true in the lower grades, where the history topic becomes the central theme of the work of the grade.

The outline of the history course is briefly as follows:

First Grade—Home and Environment.

Second Grade—Primitive Life.

Third Grade—I. Greek Stories—(a) Greece and the Early Greeks—(b) Greek Myths—(c) Story of the Iliad.

II. Norse Stories—(a) The Norsemen—(b) Norse Myths—(c) The Story of Siegfried.

III. King Arthur Stories.

Fourth Grade—(a) Bible Stories—(b) Roman History Stories.

Fifth Grade—European History Stories, leading up to and preparing for the study of the period of early discoveries and explorations.

Sixth Grade—American History.

Seventh Grade—English History.

Eighth Grade—History of the United States.

In the Fourth Grade the children get the early history of the Red River Valley and the State of Minnesota in connection with their geography. The geography course for the Fourth Grade consists of the geography and early history of the Red River Valley, Clay County and the State

of Minnesota. This study introduces the children to many of the pioneers of America. Geography and history in this grade have an intimate relation and we make no attempt to separate them in teaching them. This part of the history work is outlined in the Fourth Grade geography course and will be printed later.

The outline which follows is the result of the combined efforts of the various members of the Elementary School Faculty. Each one has had in mind the general outline of the entire history course as stated above and has worked out in greater or less detail the part of the course with which her department is concerned. Our aim in preparing this course, and other courses which are to be printed later, has been to meet the needs of our student teachers, our graduates and other teachers, into whose hands these outlines may fall, by giving them something which is merely suggestive of what they may do for themselves in working out their own courses of study.

#### FIRST GRADE.

Recognizing that education deals with the development of human experience, we realize that the education of the school must be based upon the previous experiences of the children. These experiences have been not only individualistic, but also intensely social. Each child is a member of a family and a member of a social community, and every object, every thought and act has its social coloring. The school, then, to be an effective factor in education, must understand and make use of these previous experiences, and must recognize and provide for the social element of experience.

Up to the time that a child enters school the home has been the center of his life, and closely connected with this home and family interest we find interest in certain activities carried on in the home, in certain industries in the community which contribute directly to the welfare of the home, in holidays, and in the out-door world of plants and animals. We therefore take for the unifying topic of our first year school work a study of the home and the environment, and aim thereby to deepen the children's consciousness of family ties, to give to their home life a fuller meaning, to widen their experiences and their interests, and to make these experiences deeper and richer and more related.

The manner of developing this topic must vary in different localities, and the following outline is not expected to be universally applicable.

#### GENERAL TOPIC FOR THE YEAR: HOME AND ENVIRONMENT.

##### FIRST TERM.

- I. Home and School Garden.
- II. Farm,
  1. General description.
  2. Corn.

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- a. Preparation of ground. b. Planting and growth.
- c. Harvesting. d. Milling. e. Use. (Johnny Cake Party.)
  3. Wheat, oats, etc.
  4. Hay.
  5. Fruit.
  6. Buildings.

**SECOND TERM.**

- I. Farm, continued.  
Animal Life: Horse, cow, chickens.  
Farm made in sand table.
- II. Grocery Store. Studied as a connecting link between Farm and Home life of the children. Children use box for grocery store and stock it.

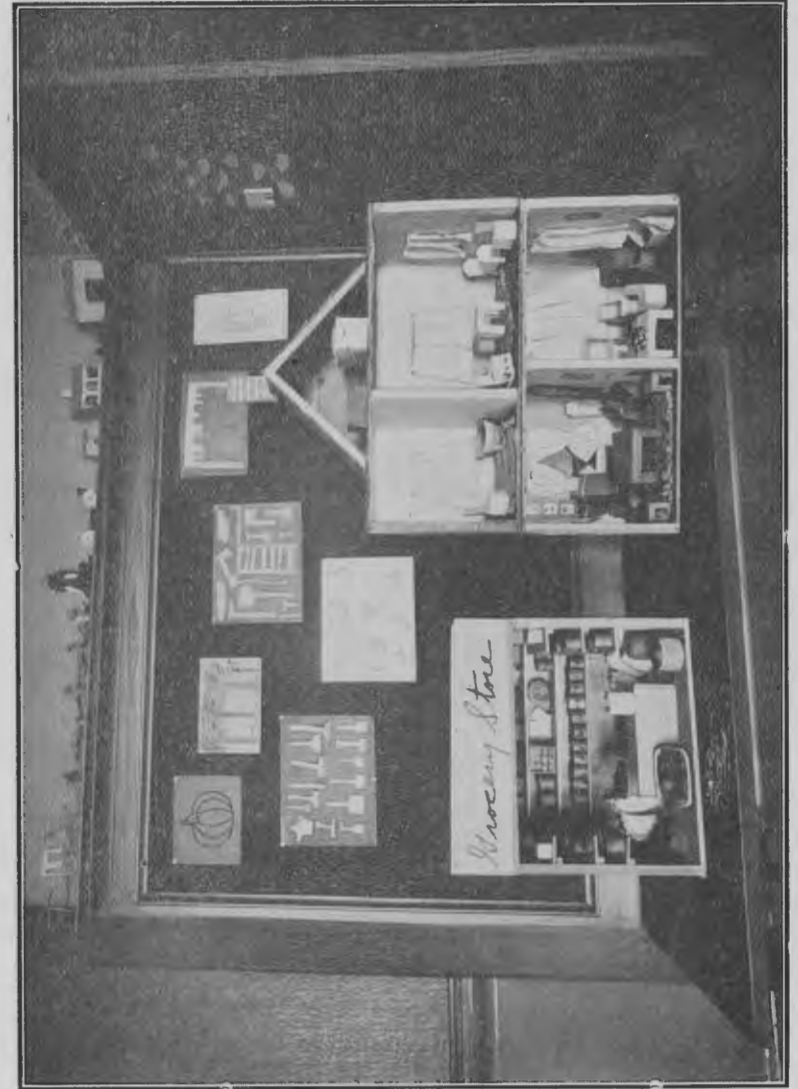
**THIRD TERM.**

- I. Indoor Home Life.
  1. Members of family. Part taken by each.
  2. Place to live.
- a. Selection of site, purchase. b. Architect. c. Digging of cellar. d. Building of house. e. Finishing. f. Furnishing. g. Adaptation to comfort and welfare of family and to duties of each member.

Children make house and furnish it for home. Main emphasis on social side of family life. Other points emphasized: sanitation, good taste in furnishing and decoration.

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1. Bertha M. Bentley. Normal School Quarterly, Military Tract, No. 1. March, 1909. One Year's Work in Industrial and Social Problems in Grades I and II. Normal School, Macomb, Ill.
2. Smith: The Farm Book. Houghton, Mifflin & Co.
3. Parker & Helm: On the Farm. Appleton.
4. Shepard: Life on the Farm. Flanagan.



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5. Burkett: Our Domesticated Animals. Ginn & Co
6. Bradish: Stories of Country Life. American Book Co.
7. Emilje Poulsson: Finger Plays. Lothrop.
8. Bigham: Little Folks' Land. Atkinson, Mentzer & Grover.
9. Balley & Lewis: For the Children's Hour. Thomas Charles Co.
10. Poulsson: In the Child's World. Thomas Charles Co.
11. Hopkins: The Sandman—His Farm Stories. Page.
12. Teachers College Record, Vol. XII., pp. 35-39.



First Grade. Johnny cake party, following study of corn.



SECOND GRADE.

A study of certain types of Primitive Life is made the basis of the second grade work, and among the results which we aim to achieve through this evolutionary study are these:

1. An increased appreciation on the part of the children of their own homes and of the fullness of their own lives.

2. Interest in the steps of progress leading from savagery to the civilization of the present, and in present day progress.

3. A stimulus toward the thoughtful and intelligent study of history.

4. Interest in the development of the physical sciences, of the industries, and of inventions.

5. A sense of responsibility, each to do his part.

General Topic for the Year: Primitive Life.

Types selected for study:

First Term, 1. Tree Dwellers. 2. Cave Men.

Second Term, American Indians.

Third Term, Eskimo.

Note. These studies may be followed by a study of Robinson Crusoe,—a product of modern civilization thrown upon his own resources and forced to meet many of the conditions which surrounded primitive men.

Topics to be developed in the study of each type:

1. Food.
2. Shelter.
3. Clothing.
4. Industries.
5. Communication.
6. Transportation.
7. Social Organization.

The children are helped to picture situations and to see problems, and are then expected to act, to think, and to find solutions.

An Indian village and an Eskimo community are represented upon the sand table.

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2. Bergold: Normal School Quarterly, Military Tract, No. 2. June, 1909. One Year's Work in Industrial and Social Problems in Grades III and IV. Normal School, Macomb, Ill.

3. Camp: Elementary School Teacher, June and September, '03. Primitive History in Primary Groups. University of Chicago Press.

4. Richards: Teachers' College Record, Vol. V. A Basis for Unification in the Primary Grades, Columbia University Press.

5. Winchester: Elementary School Curriculum. Primitive Life. Columbia University Press. Pp. 13-22; 123-129.

6. Dopp: The Place of Industries in Elementary Education. University of Chicago Press. Pp. 1-31 and others.

7. Mason: Woman's Share in Primitive Culture. Appleton.

8. Mason: Origins of Inventions. Scribners.

9. Starr: First Steps in Human Progress. Chautauqua Pub. Co.

10. Dopp. 1. The Tree Dwellers. 2. The Early Cave Men. 3. The Later Cave Men. Rand, McNally Co.

11. Waterloo: Story of Ab. Doubleday.

12. Burton: The Story of the Indians of New England. Morse.

13. Grinnel: The Indians of Today. Duffield.

14. Brooks: Story of American Indians. Lothrop.

15. Starr: American Indians. Heath.

16. Chamberlain: How We Are Sheltered. Macmillan.

17. Wade: Ten Little Indians. Wilde.

18. Judd: Wigwam Stories. Ginn & Co.





Second Grade.  
Indian corner, prepared in connection with study of Indian Life.

19. Pratt: Legends of the Red Children. American.
20. Husted: Stories of Indian Children. Public School Pub. Co.
21. Snedden: Docas, the Indian Boy. Heath.
22. Ruyl: Little Indian Maidens at Work and Play. Dutton.
23. James: Indian Basketry. Scribners.
24. White: How to Make Baskets. Doubleday, Page.
25. Wade: Our Little Indian Cousin. Page & Co.
26. Holbrook: Hiawatha Primer. Houghton, Mifflin.
27. Smith: Hawkeye, an Indian Story Reader. Flanagan.
28. Bayliss: Two Little Algonquin Lads. Educational Publishing Co.
29. Maguire: Two Little Indians. Flanagan.
30. Whitney and Perry: Four American Indians American Book Co.
31. Eastman: Indian Boyhood. Doubleday, Page.
32. Dutton: Fishing and Hunting. Rand, McNally.
33. Smith: Eskimo Stories. Rand, McNally.
34. Josephine Peary: Children of the Arctic. Stokes.
35. Josephine Peary: The Snow Baby. Stokes.
36. Capt. R. E. Peary: Nearest the Pole. Lippincott.
37. Capt. R. E. Peary: Northward Over the Great Ice. Stokes Co.
38. Schwatka: The Children of the Cold. Educational Publishing Co.
39. Hamblin: Life in Other Lands, Eskimo. School Education Co.
40. Shaw: Big and Little People of Other Lands. American Book Co.
41. Nansen: Farthest North. Harper.
42. Chance: Little Folks of Many Lands. Ginn.
43. Hall: Days Before History. Crowell.
44. Dutton: In Field and Pasture. American Bk. Co.
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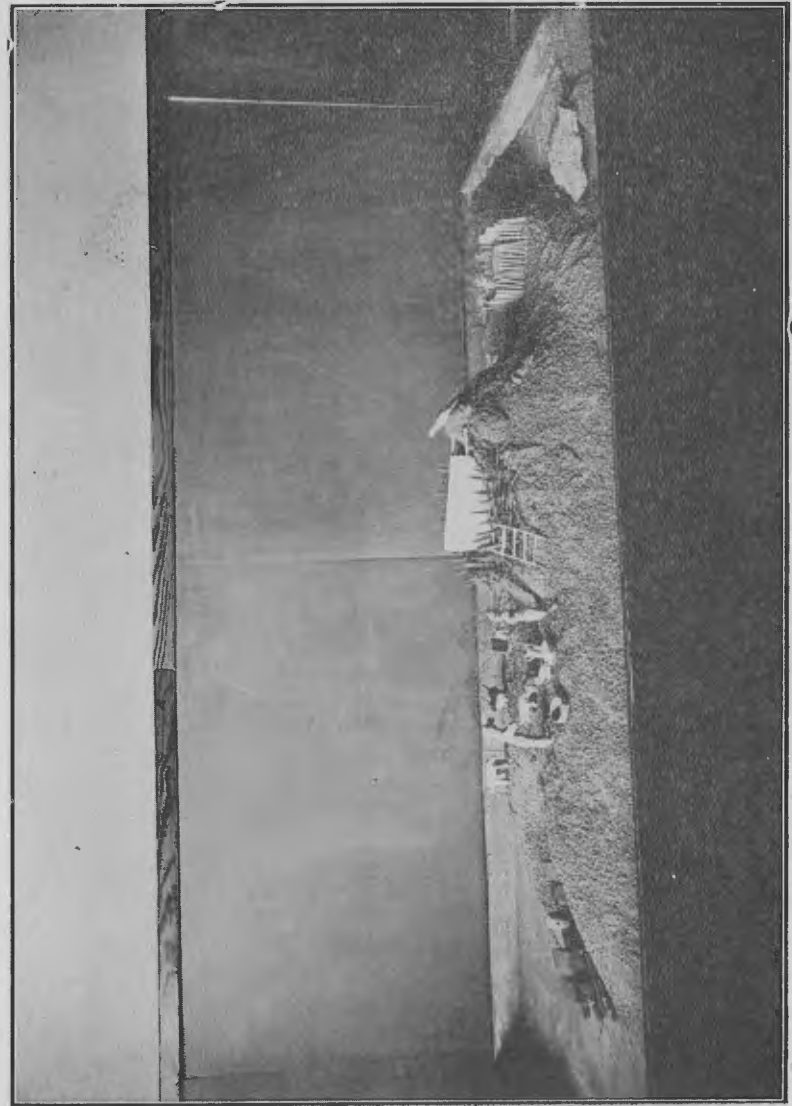
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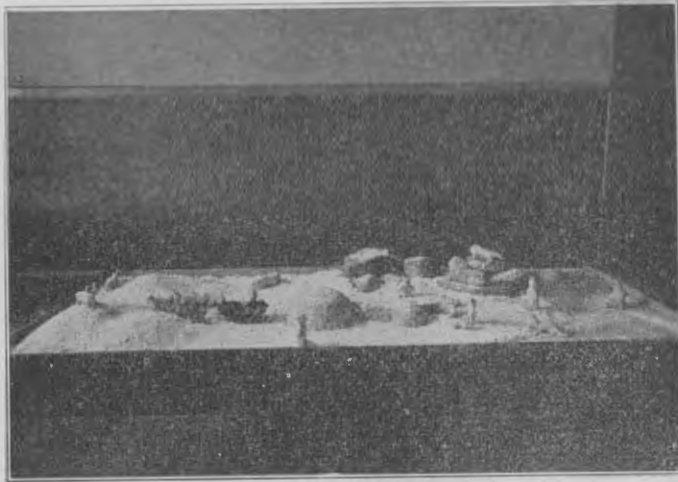
48. Steele: Cliff Dwellers and City Dwellers, T. C. Record, Vol. XII, pp. 45-49.

49. Foster: Prehistoric Races of the United States. Scott, Foresman & Co.

Some of the most valuable and thoroughly reliable references on different topics connected with the study of Primitive Life are found in reports issued by the United States Government:

1. Smithsonian Reports, U. S. National Museum.
2. Reports of Bureau of Ethnology.





Second Grade. An Eskimo Scene.



Second Grade An Indian Village.

THIRD GRADE.

(a) Greek Stories, (b) Norse Stories, (c) King Arthur Stories.

FIRST TERM.

Greek Stories.

I. Study Greece and the Early Greeks using the following:

1. Country.

a. Surface. b. Climate. c. Locate on globe and map.

2. Early Greek People.

a. Physical perfection and the cause. b. Dress: chlamys, chiton. c. Their homes: open court, heating, lighting. d. Their ships. e. Their weapons. f. Their amusements. g. Their art. h. Their religion.

II. Study Greek Myths.

1. The earth as it was known by the Greeks.

2. The Under World as the Greeks believed it to be.

3. The Story of the Creation.

4. The Story of Zeus.

Study the "Statue of Zeus" at Olympia, by Phidias. Give simply the work of Phidias and Pericles on the Acropolis at Athens. Study the Parthenon.

5. The Story of Hera or Juno.

6. The Story of Athene. Study the statue of Athene by Phidias in the Parthenon.

7. The stories of the following gods and goddesses who take part in the Trojan war: Minerva, Mercury, Apollo, Mars, Venus, Pallas, Neptune, Juno.

8. The following stories as far as time will permit:— Pandora and Epimetheus, the Forest of Dodona, Baucis and Philemon, Contest between Poseidon and Athene, Arachne, Atalanta, Vulcan, Hephaestus, Adonis, Eros and Psyche, Charon and Psyche, Clytie, The Python, Pythian Games, Phaethon, Niobe, Echo and Narcissus, Midas and the Golden Touch.

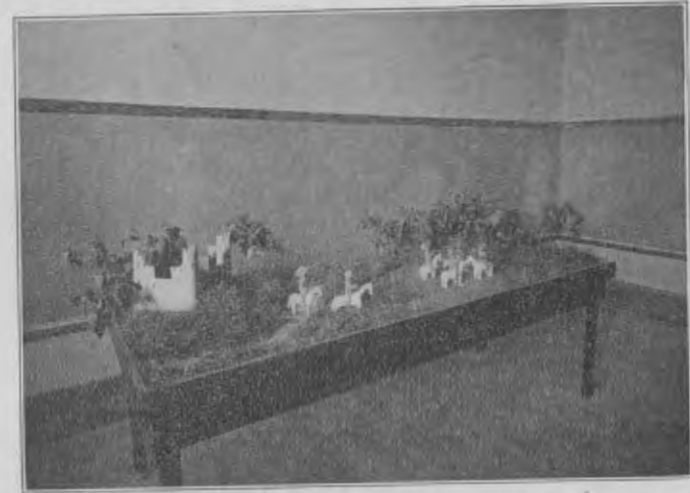
9. The story of the Apple of Discord. Dramatize.
  10. Cause of the Trojan War.
  11. The Beginning of the Trojan War.
- III. Tell the Story of the Iliad under the following heads:
1. The Quarrel of the chiefs, Agamemnon and Achilles.
  2. Agamemnon's Deceitful Dream.
  3. The Combat between Paris and Menelaus
  4. The Broken Covenant.
  5. The Valiant Deeds of Diomed.
  6. Meeting of Hector and Andromache.
  7. Combat between Hector and Ajax.
  8. Jupiter among the Trojans.
  9. The Embassy to Achilles.
  10. Night Adventure of Diomed and Ulysses.
  11. The Wounding of the Chiefs.
  12. The Battle at the Walls.
  13. The Battle at the Ships.
  14. Jupiter Tricked by Juno.
  15. The Death of Patroclus.
  16. The Rousing of Achilles.
  17. Achilles and Agamemnon reconciled.
  18. The Battle at the River.
  19. The Death of Hector.
  20. The Funeral of Patroclus.
  21. The Funeral Games of the Greeks.
  22. Hector's Body Recovered.
  23. The Fate of Troy.

Inspire the pupils with the desire to read for themselves about the journey of Ulysses in "The Story of the Odyssey."

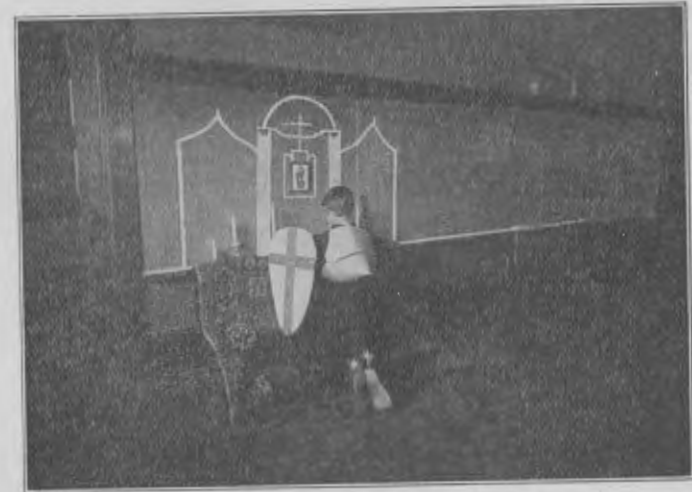
Notes:

Read or quote directly from the translation of the Iliad (Pope's or Bryant's) such passages as are easily understood and particularly beautiful.

Hold frequent free discussions allowing the children to make and express their own judgments without interference. They will freely challenge the right and wrong



Third Grade. A Knightly Tournament.



Sir Galahad. The night vigil preceding the Oath of Knighthood.

in the story and make ready application to present day affairs of the principles involved.

Form the proper setting for these stories by use of pictures, blackboard sketches, model of a Greek house, statues, etc. Visit art galleries if possible, attend picture exhibits, encourage children to use the library to find pictures and stories. Make the stories in the sand table when they lend themselves easily to this form of expression.

Dramatize the stories that appeal most strongly to the children and those that need emphasis. Use simple stage settings and costumes suggested and made by the children.

Aim:

1. To raise and fix moral standards.
2. Through the beauty and delicacy of the myths to increase the spiritual refinement of the child.
3. To lay the foundation for an intelligent appreciation of art and literature later.
4. To lay the foundation for an intelligent study of history proper.
5. To supply the child with good wholesome interests to take the place of more unworthy ones that might attract him later on.

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2. Pope's translation, *The Iliad of Homer*.
3. Baldwin: *Old Greek Stories*. Am. Book Co.
4. Mann: *Greek Myths and Their Art*. Prang.
5. Guerber: *Story of the Greeks*. Am. Book Co.
6. Hale: *Greek Myths in English Dress*. Globe School Book Co.
7. Tappan: *The Story of the Greek People*. Houghton, Mifflin.
8. Cook: *The Story of Ulysses*. Adapted from the *Odyssey*. Public School Pub. Co.
9. Kingsley: *Greek Heroes*. Crowell.
10. Brooks: *The Story of the Iliad*. Penn.

11. Pratt: *Myths of Old Greece*, Vol. I. Educational.
12. Lamb: *Adventures of Ulysses*.
13. Niver: *Great Names and Nations, Ancient*. Atkinson, Mentzer & Grover.
14. Haaren and Poland: *Famous Men of Greece*. University Pub. Co.
15. Bulfinch: *Age of Fable*. Dutton.
16. Hall: *Men of Old Greece*. Little.
17. Hall: *Four Old Greeks*. Rand.

#### REFERENCES ON DRAMATIZATION.

1. Briggs and Coffman: *Reading in the Public Schools*, pp. 92-104. Row, Peterson.
2. Spaulding and Bryce: *Learning to Read. A Manual for Teachers*, pp. 8-12. Newson.
3. Nason and Layton: *A Realistic First Reader—* Preface. Sanborn.
4. Stevenson: *Children's Classics in Dramatic Form. Books Two and Four*, Foreword. Houghton, Mifflin.
5. Bryce: *Child-lore. Dramatic Reader. Introduction*. Scribners.
6. Johnson: *Education by Plays and Games*, pp. 75, 90, 150, 158 and 203. Ginn.
7. Blaine: *The Dramatic in Education. The Elementary School Teacher. Vol IV (1903) p. 554*.
8. *Military Tract Normal School Quarterlies*, Macomb, Ill. Nos. 1, 2, 3.
9. Sherman and Reed: *Essentials of Teaching Reading*, pp. 95-101. Univ. Pub. Co.

#### SECOND TERM.

##### Norse Stories.

- I. Study the Norsemen and their myths using the following outline:
  1. The Norsemen.
    - a. Their appearance. b. Their country. c. Their character. d. Their occupations—Vikings. e. Their religion.



Third Grade. A Scene from the Making of Thor's Hammer.



First Grade. Making Butter.

2. The Myths of the Norsemen.
  - a. The Making of the World: Asgard, Midgard and Utgard.
  - b. Gods and Men.
  - c. Odin and his search for Wisdom.
  - d. How Odin brought the mead to Asgard.
  - e. The Wooing of Gerd.
  - f. Stories of Thor.
  - g. Stories of Loki.
  - h. The Apples of Idun.
  - i. The Death of Balder.
  - j. Loki's Punishment.
- II. Study in detail the Story of Siegfried—using the following outline:
  1. Mimer, the Master.
  2. Greyfell.
  3. The Curse of Gold.
  4. Fafnir, the Dragon.
  5. In Aegir's Kingdom.
  6. Brunhild.
  7. In Nibelungen Land.
  8. Siegfried's Welcome Home.
  9. The Journey to Bergundyland.
  10. Kriemhild's Dream.
  11. How the Springtime Came.
  12. The War with the North Kings.
  13. The Story of Balder.
  14. How Gunther Outwitted Brunhild.
  15. In Nibelungen Land Again.
  16. How Brunhild Was Welcomed Home.
  17. How Siegfried Lived in Nibelungen Land.
  18. How the Mischief Started.
  19. How they hunted in the Odenwald.
  20. How the Hoard was Brought to Bergundy.

See notes under Greek Myths. Let the children compare the Greeks and the Norsemen as to Country, Appearance, Character, Beauty of Myths, Art, etc.

#### REFERENCES—NORSE MYTHS.

1. Baldwin: The Story of Siegfried. Scribners.
2. Holbrook: Northland Heroes. Houghton, Mifflin.
3. Mabie: Norse Stories. Rand, McNally.
4. Keary: Heroes of Asgard. Macmillan.
5. Brown: In the Days of Giants. Houghton, Mifflin.
6. Guerber: Legends of the Rhine. Barnes.
7. Foster and Cummins: Asgard Stories. Silver Burdett.
8. Upton: The Nibelungs. McClurg.



9. Hall: Viking Tales. Rand, McNally.
10. Anderson: Norse Mythology. Scott, Foresman.
11. Pratt: Legends of the Norseland. Ed. Pub. Co.
12. Price and Gilbert: Heroes of Myths. pp. 134-158. Silver Burdett.
13. Dasent: Popular Tales from the Norse. Dutton.

### THIRD TERM.

#### King Arthur Stories.

I. Study the King Arthur Stories, using the following outline:

1. How Arthur Became King.
2. The Good Sword Excalibur.
3. The Great Feast and What Followed.
4. Arthur's Court and the Order of the Round Table.
5. King Arthur and the Princess Guinevere.
6. The Coming of Gareth.
7. The Story of Sir Gareth and Lynette.
8. Sir Ivaine.
9. Sir Balin.
10. Sir Geraint and Enid.
11. Arthur and Sir Accalon.
12. How Arthur Fought with a Giant.
13. How Arthur Fought with Rome.
14. The Knight with the Badly Made Coat.
15. Sir Lancelot and Sir Brune.
16. The Adventure of King Pellenore.
17. Sir Lancelot and His Friends.
18. How Sir Lancelot Saved the Queen.
19. Sir Lancelot and Elaine.
20. The Search for the Holy Grail.
21. The Death of Arthur.

Teach the story of the "Search for the Holy Grail" as told by the Abbey Series of Paintings in the Boston Public Library. Make a study of the picture "Sir Galahad," by George Watts. Let children write letters sending

for half penny Perry Pictures of Watts' "Sir Galahad," mount them and take them home (Good language work).

Dramatize the story of King Arthur. See "Notes on Greek Work." Aim to arouse an appreciation of, and admiration for the sturdy virtues of the "Knights of the Round Table"; gentleness to the weak, loyalty to friends, mercy to foes, love of truth and courage, unselfishness, courtesy, pride of race. Teach the children to appreciate grace and beauty and to see the value of discipline. This cannot be done by word alone; the children must live the story.

To help them to live the story give them as definite an idea as possible of the customs and manners of the chivalric age and of the architecture, armor, costumes and furnishings of the time. Much of the above work can be made clear by use of cardboard, chalk, cloth and sand table. Find help in the book "Chivalry" by Leon Gautier. Translated by Henry Frith. Published by David McKay, 610 S. Wash. Square, Philadelphia.

### REFERENCES.

1. Hanson: Stories of King Arthur. Nelson & Sons.
2. Malory: King Arthur and the Round Table (a cutting) Heath Readers, Book VIII. Heath.
3. Tennyson: The Passing of Arthur. Heath Readers. Book VIII.
4. Bulfinch: Age of Chivalry. Lee & Shepard.
5. Lanier (editor): Knightly Legends. Scribners.
6. Radford: King Arthur and His Knights. Rand, McNally.
7. Greene: King Arthur and His Court. Ginn.
8. Tennyson: Idyls of the King, in Tennyson's Complete Poems.
9. Tennyson: The Passing of Arthur, in Selected Poems, edited by Reynolds. Scott, Foresman.
10. Malory: Le Morte d'Arthur.
11. Pyle: King Arthur and His Knights. Scribners.



12. Pyle: The Grail and the Passing of Arthur. Scribners.
13. Pyle: Sir Lancelot and His Companions. Scribners.
14. Greenslet: The Quest of the Holy Grail. Curtis and Cameron.
15. Malory (compiler): The Arthurian Tales. Norroena Society.
16. Sterling: Story of Sir Galahad. Dutton.
17. Baldwin: Stories of the King. Am. Book Co.
18. Mabie: Heroes Every Child Should Know. Doubleday, Page & Co.
19. Lang: The Book of Romance. Longmans, Green & Co.
20. Dore: Stories of the Days of King Arthur. Nelson & Sons.
21. Douglas: Heroes of the Crusades. Lee & Shepard.
22. Pyle: Champions of the Round Table. Scribners.

#### FOURTH GRADE.

- (a) Bible Stories. (b) Roman History Stories.

#### FIRST TERM.

Bible Stories: Stories of the Hebrews.

1. The story of Adam and Eve.
2. Abraham.
3. Naomi and Ruth.
4. Joseph.
  - a. Home. b. Dream. c. Trip to his brothers.
  - d. Caravan. e. Joseph in Egypt. f. Second dream.
  - g. Ruler of Egyptians. h. Meeting of brothers.The wandering life of the people at this time. Their temporary shelter. Their food. Their clothing. Dramatize the story.
5. Moses:

The story of Moses as told to David.

- a. Babyhood. b. Young Prince. c. The training for his work. d. Leader of Israelites.
6. David.
  - a. Home. b. Food. c. Clothing. d. Work. David and Goliath.
  - a. David sent with food. b. The Army and the giant. c. David's sling.
  - d. Friendship of Jonathan and David. Make sling and bow and arrow. Learn 23rd Psalm. Dramatize the story of David's life.
7. Solomon.
8. Daniel.
9. Jesus; lead up to the Christmas story.

#### BIBLE STORY REFERENCES.

1. The Bible.
2. Endicott: Story of the Bible. Educ. Pub. Co.
3. Houghton: Telling Bible Stories. Scribners.
4. Dawes: Bible Stories for Young People. Crowell.
5. Stewart: Tell Me a True Story. Revell.
6. Herbst: Tales and Customs of the Ancient Hebrews. Flanagan.
7. Shepard: The Young Folks Josephus. Lippincott.
8. Hodge: The Garden of Eden. Houghton, Mifflin.
9. Macomb, Ill., Normal School Bulletin, No. 2. Pp. 7-9.
10. Hurlbut: Story of Jesus. Winston.
11. Stevenson: Christ of the Children. Jennings & Graham.

#### SECOND AND THIRD TERMS.

Story of the Romans. Use the following outline.

1. The First Period: Rome as a Kingdom.
  - a. The Legends of the Seven Kings of Rome.Note: Connect founding of Rome with the story of the Trojan war.

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2. The Second Period: Rome as a Republic.
  - a. Attempts of Tarquinius to regain his kingdom.
  - b. The plebeians win their rights.
  - c. Rome becomes ruler of Italy.
  - d. Romans conquer Carthage.
  - e. Rome,—the capitol of the world.
  - f. The Gracchi.
  - g. The rule of Sulla.
  - h. The rise of Pompey.
  - i. Cæsar and the Triumvirates.
3. The Third Period: Rome as an Empire.
  - a. The reign of Augustus.
  - b. The rest of the twelve Cæsars.
  - c. The Five Good Emperors.
  - d. From Marcus Aurelius to Diocletian.
  - e. Reigns of Diocletian and Constantine.
  - f. The Last Centuries of the Empire.

**REFERENCES.**

1. Text in the hands of children: The Story of the Roman People, Eva March Tappan. Houghton, Mifflin.
2. Pratt: Stories of Old Rome. Ed. Publishing Co.
3. Haaren: Famous Men of Rome. Univ. Pub. Co.
4. Shepard: Our Young Folks Roman Empire. Lipp.
5. Ginn: Plutarch's Lives. Ginn.
6. Kaufman (editor): Our Young Folks Plutarch. Lippincott.
7. Guerber: The Story of the Romans. Am. Book Co.
8. Yonge: Young Folks History of Rome. Lothrop.
9. Niver: Great Names and Nations—Ancient. Atkinson, Mentzer and Grover.
10. Clarke: Story of Cæsar. Am. Book Co.
11. Wallack: Historical and Biographical Narratives. Am. Book Co.
12. Andrews: Ten Boys. Ginn.



Folk Dance



Cooking Class, Eighth Grade Girls.

FIFTH GRADE.

1. Stories of European Heroes from the time of the Romans to Napoleon, inclusive.

FIRST TERM.

1. The First Period.  
The Barbarian Invasions. a. Alaric. b. Attila. c. Genseric.
2. The Second Period.  
The Forming of the Germanic Nations.  
a. Teutons. b. Nibelungs. c. Clovis. d. Theodoric. e. Charles Martel. f. Charlemagne.
3. The Third Period.  
The Teutonic Invasions.  
a. Coming of the Teutons. b. King Arthur Legends. c. St. Patrick. d. Beowulf. e. Alfred the Great. f. Ruric, the Norseman. g. Rollo, the Viking. h. William the Conqueror. i. Leif Ericson.

SECOND TERM.

4. The Fourth Period.  
The Rise of Nationalities.  
a. Henry the Fowler. b. Hugh Capet. c. The Cid. d. Magna Charta signed by King John.
5. The Fifth Period.  
Life in the Middle Ages.  
a. The Life of the Knight. b. Country Life. c. City Life.
6. The Sixth Period.  
The Crusades.  
a. Peter the Hermit. b. Richard the Lion-hearted. c. The Children's Crusade.

THIRD TERM.

7. The Seventh Period.

The Time of Progress and Discovery.

- a. Marco Polo. b. Francesco Petrarch. c. Fall of Constantinople. d. John Gutenberg. e. Columbus. f. Vasco Da Gama. g. Ferdinand Magellan.
8. The Eighth Period.  
The Struggles of the Nations.  
a. Robert Bruce. b. William Tell and Arnold Von Winkelried. c. The Black Prince. d. Joan of Arc. e. Philip II. f. Invincible Armada defeated. g. Gustavus Adolphus. h. Peter the Great. i. Napoleon Bonaparte.

REFERENCES.

1. Text. Tappan: European Hero Stories. Houghton, Mifflin.
2. Niver: Great Names and Nations—Modern. Atkinson, Mentzer & Grover.
3. Creighton: Heroes of European History. Longmans, Green & Co.
4. Haaren and Poland: Famous Men of the Middle Ages. Univ. Publishing Co.
5. De Monvel: Joan of Arc. Century Co.
6. Hathaway: Napoleon, the Little Corsican. Rand, McNally.
7. Douglas: Heroes of the Crusades. Lee & Shepard.
8. Tappan: In the Days of Queen Elizabeth. Lee & Shepard.
9. Tappan: In the Days of Alfred the Great. Lee & Shepard.
10. Tappan: In the Days of Queen Victoria. Lee & Shepard.
11. Tappan: In the Days of William the Conqueror. Lee & Shepard.
12. Yonge: Young Folks' History of France. Lothrop.
13. Upton: Swiss Heroes. McClurg.
14. Upton: Maid of Orleans. McClurg.

15. Upton: William Tell. McClurg.
16. Upton: Frederick the Great. McClurg.
17. Warren: Stories from English History. Heath.
18. Whitcomb: Heroes of History. Maynard & Merrill.
19. Putnam: Stories of Old France. American Book Co.

#### SIXTH GRADE.

The sixth grade course in history has two chief aims:

1. To give the pupils the chronological framework of United States History, so that, by relating all study of the subject in this and in succeeding years to this general outline, they may avoid the confused idea of time relations which is likely to result from a series of purely biographical studies.

2. To present a body of descriptive and biographical material such as will make this natural interest in the subject a permanent one.

The study of the nation's deeper and more abstract problems is not included in this year's work. Events and people demand attention here, and they are presented with emphasis upon heroism and upon the pioneer phase in the lives of explorers, leaders, and inventors.

#### FIRST TERM.

- I. The earliest discoveries and explorations, covering a study of the purposes that actuated the explorers, of their routes, and the results of their explorations.

Special biographical topics: Columbus, Ponce de Leon, De Soto, Raleigh, John Smith, Hudson, Champlain, Marquette, Joliet, LaSalle.

- II. The settlement of the seaboard colonies and their history during the colonial period.

Special biographical topics: Roger Williams, William Penn, Nathaniel Bacon, James Oglethorpe.

- III. In these and subsequent periods, a study of modes of living,—of the Mound-builders and of the Indians and of colonists in all sections.

#### SECOND TERM.

- I. The struggle between England and France for supremacy in America, covering all the inter-colonial wars.

Special biographical topics: Washington, Surveyor and Young Soldier, and Wolfe, the Hero of Quebec.

- II. The struggle for American political independence, covering causes, events, and results of the Revolutionary War.

Special biographical topics: Benjamin Franklin, Patrick Henry, Samuel Adams, Washington, Putnam, Jefferson, Nathan Hale, Robert Morris, Lafayette, Daniel Boone, Robertson and Sevier, George Rogers Clark, William Jasper, Benedict Arnold, Marion the Swamp Fox, Alexander Hamilton, John Paul Jones.

- III. The struggle for American commercial independence, covering growth of the nation under Washington's, Adams', Jefferson's, and Madison's administrations, and the causes, events, and results of the war of 1812.

Special biographical topics: Eli Whitney, Oliver Hazard Perry, William Henry Harrison, Andrew Jackson.

#### THIRD TERM.

- I. Westward growth of the nation, covering the settlement of the Mississippi Valley, the exploration and settlement of the northwestern states, the annexation of Texas, migrations of the Mormons, the search for gold in the west and southwest, and the twentieth-century movements of expansion.

Special biographical topics: David Crockett, Captain Gray, Lewis and Clark, Whitman, Fremont, Carson, Zebulon Pike, Scott, Taylor, Kearney, Sutter, Joseph Smith, Dewey, Hobson, Roosevelt.

- II. Pioneers in science and inventions.

1. Clinton and the Erie Canal.
2. Morse and the telegraph.
3. Goodyear and the use of rubber.
4. McCormick and the reaper.

5. Field and the submarine cable.
6. Eads and his engineering feats.
7. Edison and the application of electricity.

III. The War for the Union, covering causes, events, and subsequent re-construction.

Special biographical topics: Lincoln, Douglas, Clay, Calhoun, Webster, Grant, Sherman, Sheridan, Farragut, Robt. E. Lee.

#### REFERENCES.

1. McMaster: A Primary History of the United States. American Book Co.
2. Tappan: Our Country's Story. Houghton, Mifflin.
3. Tappan: American Hero Stories. Houghton, Mifflin.
4. Guerber: Story of the Thirteen Colonies. American Book Co.
5. Guerber: Story of the Great Republic. American Book Co.
6. Foote and Skinner: Explorers and Founders of North America. American Book Co.
7. Thomas: An Elementary History of the United States. Heath.
8. Gordy: American Leaders and Heroes. Scribners.
9. Mace: Primary History. Rand, McNally.
10. Blaisdell: The Story of American History. Ginn.
11. Baldwin: Discovery of the Old Northwest. American Book Co.
12. Perry and Beebe: Four American Pioneers. Werner.
13. Beebe: Four American Naval Heroes. Werner.
14. Hart: Source Readers in American History. Macmillan.  
Includes: Colonial Children.  
Camps and Firesides of the Revolution.  
How Our Grandfathers Lived.  
Romance of the Civil War.
15. McMurry: Pioneers on Land and Sea. Macmillan.

16. McMurry: Pioneers of the Mississippi Valley. Macmillan.
17. McMurry: Pioneers of the Rocky Mountains, and the West. Macmillan.
18. Ellis: Makers of Our Country. Potter.

#### SEVENTH GRADE.

##### English History.

The study of English History affords general culture and preparation for the study of the political history of the United States.

The work covers the chief events, in chronological order, from the Roman Invasion to the present time. The aim is to state facts rather than opinions and to teach the story of England in such a way as to make a broad, simple basis for the later study of history and literature. Special emphasis is given to the study of the persons and events that the pupil will be likely to meet in general reading.

The work continues two terms and, briefly summarized, covers the following:

- I. Effects of geographical conditions.
- II. Ancient Britain:
  1. Early inhabitants.
    - a. Celts.
    - b. Britons.
  2. Roman Invasion:
    - a. Results of occupation; roads, forts, words.
    - b. Home life of the people.
- III. The Saxons and the Danes:
  1. The Saxons settle on Thanet.
  2. Christianity preached.
  3. Caedmon, the first English poet.
  4. Bede, the first English historian.
  5. Alfred the Great.
  6. Danish kings rule.
  7. Edward the Confessor.
  8. Westminster Abbey begun.

9. Battle of Hastings.
- IV. The Norman Period:
  1. Tower of London begun.
  2. Feudalism.
  3. The power of the church.
  4. The Crusades.
  5. Invasion of Normandy.
  6. Severe taxation.
  7. Mystery plays.
- V. The rise of the English Nation
  1. The Plantagenets.
    - a. Beginning of English rule in Ireland.
    - b. Magna Charta.
    - c. War with the barons.
    - d. Beginning of the House of Commons.
    - e. Conquest of Wales.
    - f. Battle of Crecy.
    - g. Translation of the Bible.
  2. Lancaster and York:
    - a. War with France, Agincourt.
    - b. Trouble with Scotland.
    - c. The Siege of Orleans, Joan of Arc.
    - d. Hundred Years war ends.
    - e. War of Roses begins.
    - f. Benevolences begin.
    - g. Introduction of printing.
    - h. Battle of Bosworth Field.
- VI. The Absolute Power of the Crown, The Tudors:
  1. Lancaster and York united.
  2. Strong government established.
  3. Taxation without consent of Parliament.
  4. King becomes head of church.
  5. Protestant religion established.
  6. Trade and explorations.
    - 1—Raleigh, Drake, Hawkins.
  7. Literature.
    - 1—Shakespeare, Ben Johnson, Spenser.
- VII. The People against the King. The Stuarts:
  1. People demand religious freedom.
    - a. Puritans.
    - b. Pilgrims.
  2. Petition of Rights granted by King.
  3. The Commonwealth.
    - 1—House of Lords abolished.

4. Age of Milton and Bunyan.
5. Reign of William and Mary.
  - a. Bill of Rights.
  - b. Increased freedom given to the press.
6. War of the Spanish Succession.
7. Union of England and Scotland.
- VIII. Government by the People, The House of Hanover:
  1. Walpole originates modern cabinet system.
  2. War of the Austrian Succession.
  3. Extension of British power.
  4. Union of Ireland and Great Britain.
  5. American Revolution.
  6. War with France.
  7. Discoveries and Inventions.
  8. Reforms.
  9. Reign of Victoria, Democratic era.
    - a. The British Empire, the greatest empire in the world.
    - b. How governed.
    - c. Its elements of strength.
  10. Reign of George V.
  11. Present day events.

Text book: Tappan's England's Story. Houghton, Mifflin.

#### REFERENCES.

1. Tappan: European Hero Stories. Houghton, Mifflin.
2. Dickens: A Child's History of England.
3. Emerton: Medieval Europe. Ginn.
4. Green: A Short History of the English People. American Book Co.
5. Freeman: The Norman Conquest. Dodd, Mead & Co.
6. Greenslet: The Quest of the Holy Grail. Curtis & Cameron.



**EIGHTH GRADE.**

**United States History.**

Many facts in United States History have been gained in the sixth grade. The study of English History in the seventh grade prepares the pupil to understand the close relation between our government and institutions and those of England.

Special emphasis is given to the chief facts, the important men and the significant events that have helped to make the United States one of the world powers.

The work continues throughout the year and covers the history of the whole period from the first discoveries and explorations to the present time.

Tabulations, maps, charts, topical outlines, poems and pictures are used to strengthen and illuminate the impressions made by a study of the text.

**Fall Term.**

**I. Discovery and Exploration:**

**1. Pre-Columbian.**

**a. The Norsemen.**

- (1) Eric the Red. (2) Lief the Lucky.

**2. During the Fifteenth Century:**

**a. Conditions in Europe in respect to:**

- (1) Geographical knowledge.  
(2) Means of communication.

**b. Commercial conditions the immediate impetus.**

- (1) Routes of trade.  
(2) Need of new communications with the East.  
(3) The Crusades.

**c. The search for a new route to the Orient.**

- (1) Attempts made by the Portuguese.  
(a) Diaz, Da Gama.  
(2) Attempts made by the Spanish.  
(a) Columbus seeks a new route and finds a new world.

**3. Explorations in America.**

**a. The foundation of claims to territory.**

**(1) The Spanish:**

- (a) Americus Vespuclus.  
(b) Balboa, The Pacific Ocean.  
(c) Magellan, circum-navigator of the globe.  
(d) De Soto, the Mississippi river.  
(e) Ponce de Leon, Florida.  
(f) Menendez.

**(2) The English:**

- (a) The Cabots.  
(b) Hawkins, Drake.  
(c) England's supremacy on the Atlantic coast.  
(d) Raleigh, Gilbert.  
(e) The Spanish Armada.

**(3) The French:**

- (a) Attempted settlements along Atlantic coast.  
(b) Fisheries.  
(c) Fur trade in Canada.  
(d) Quebec, 1608.  
(e) Explorations of the Mississippi, the missionaries.

**(4) The Dutch:**

- (a) Henry Hudson.  
(b) Trading post at Albany. Why important.  
(c) The Patroons.

**II. The Period of Colonization:**

(Conditions favored by commerce and religious unrest.)

**1. Virginia:**

**a. Formation of London and Plymouth companies.**

- (1) Why formed.  
(2) Boundaries.  
(3) Exact wording of charter.



- (4) First permanent settlement at Jamestown.
- (5) Beginning of slavery, 1619.
- (6) First representative government.
- b. Virginia as a royal province.
  - (1) Governors.
  - (2) How appointed.
  - (3) Growth of population.
  - (4) Bacon's rebellion.
2. The New England Colonies.
  - a. The Plymouth company.
  - b. Religious conditions in England.
    - (1) Catholics.
    - (2) Protestants.
  - c. Religious conditions in America.
    - (1) The Pilgrims.
    - (2) The Mayflower compact.
    - (3) Early years of Plymouth company.
  - d. Government.
    - (1) In whom vested.
    - (2) Local affairs, how managed.
  - e. Union of Plymouth company and Massachusetts.
3. Massachusetts Bay Colony.
  - a. The Puritans.
    - (1) Their origin and ideas.
  - b. Religious motives for founding colony.
  - c. Intolerance, the prevailing spirit.
    - (1) Roger Williams, Anne Hutchinson.
  - d. Government.
    - (1) Representative.
    - (2) Right to vote given to church members only.
    - (3) Town the unit.
4. Connecticut.
  - a. Settlement formed by people from Mass.
  - b. Dangers from the Dutch, English and French.
  - c. Government.
    - (1) Town the unit.

- (2) Written constitution.
5. Rhode Island:
  - a. Government.
  - b. Religious freedom.
6. Maine:
7. New Hampshire:
8. Maryland:
  - a. Grant of territory.
  - b. Religious liberty.
  - c. The Claybourne rebellion.
9. New York:
  - a. The Dutch in control.
    - (1) Rise of New Netherlands.
    - (2) The Patroons.
    - (3) Government.
  - b. The English in control.
    - (1) Proprietary government.
    - (2) Royal governors.
10. The Jerseys.
  - a. Land granted Berkley and Sir George Carteret.
  - b. Divided into East and West Jersey.
11. Delaware:
  - a. Held by Sweden.
  - b. Conquest by Dutch.
  - c. Under Duke of York.
  - d. Separate colony in 1703.
12. Pennsylvania:
  - a. Early settlements.
  - b. The Quakers.
  - c. The Charter of 1781.
  - d. The work of William Penn.
13. The Carolinas:
  - a. The Huguenots.
  - b. The cultivation of rice and indigo.
14. Georgia:
  - a. James Oglethorpe.
  - b. Prohibition of slavery.

- c. Colony a royal province.
- III. The Colonies before the French and Indian War:
  - a. Social and industrial conditions.
  - b. Number and kind of manufactures.
  - c. Trades and occupations.
  - d. Cities.
  - e. Travel.
  - f. Government.
    - (1) Charter colonies.
    - (2) Proprietary colonies.
    - (3) Royal colonies.
- IV. The Struggle for North America:
  - a. The growth of French power.
    - (1) In Canada.
    - (2) In the Mississippi Valley.
    - (3) In the Ohio Valley.
  - b. The Inter-Colonial War.
    - (1) King William's War.
    - (2) Queen Anne's War.
    - (3) King George's War.
  - c. The French and Indian War.
    - (1) Cause:
      - (a) Quarrel over the Ohio Valley.
      - (b) Valley occupied by the French.
      - (c) The Albany Congress.
      - (d) Braddock's defeat.
      - (e) Conquest of Canada.
    - (2) Results of war in America; colonies deep in debt. Dependence on England lessened.

Winter Term.

- V. The Period of the Revolution, Causes.
  - 1. Growing differences between the colonies and England.
    - a. New ways of living in America.
    - b. Social position compared with that in Europe.
    - c. England's colonial policy.
      - (1) Colonies for benefit of mother-country.

- d. Trade controlled by:
  - (1) Navigation acts.
    - (a) Chief products sent to England.
    - (b) Only English or American vessels used.
    - (c) Colonial trade confined to England.
  - (2) Sugar Act.
- 2. The Writs of Assistance.
  - (a) First decided symptoms of a sign of a change.
- 3. The Stamp Act.
  - a. Declared purpose: to defend the colonies.
  - b. Real purpose: to enforce laws against colonies.
- 4. The Stamp Act Congress:
  - a. Called to consider measures of resistance.
  - b. Composed of delegates from nine colonies.
  - c. Adopted a declaration of rights and grievances.
  - d. Firmly asserted rights of colonies to make all laws taxing themselves, declaring that this privilege belonged to every British subject, "No taxation without representation."
- 5. The Townshend Acts.
  - a. Tax on all painter's colors, lead and tea.
  - b. Board of customs in Boston to collect these duties.
  - c. Two regiments in Boston to assist in collecting.
    - (1) Colonies make objection.
- 6. Boston Tea Party.
- 7. The Committee of Correspondence.
  - a. How organized.
  - b. Results accomplished.
- 8. The Four Intolerable Acts.
  - a. The Boston Port Bill.
  - b. Transportation Act.
  - c. Massachusetts Bill.
    - (1) Changed charter.
    - (2) Set up military government.

- d. Quebec Act.
- 9. The First Continental Congress.
  - a. Its work, The Declaration of Rights.
  - b. England's attitude toward this action.
- 10. War for Independence.
  - a. The original purpose not separation.
  - b. Growth of the idea of separation.
- 11. The Declaration of Independence.
  - a. Effect on the war.
  - b. Political thought.
- 12. Military Operations.
  - a. Comparison of opposing parties.
    - (1) Strength.
    - (2) Numbers.
    - (3) Financial conditions.
    - (4) Geographical position.
  - b. Beginning operations.
  - c. Burgoyne's campaign.
  - d. Operations in the south.
  - e. Yorktown.
  - f. The peace movement.
  - g. War in the west.
- 13. Financial condition of the colonies.
  - a. Industrial resources.
  - b. Low state of credit.
  - c. States reluctant to supply funds.
  - d. Sources of revenue.
    - (1) Loans.
    - (2) Paper money.
  - e. Treaty of Peace.
  - f. Cost of the war.
- 14. Condition of country at close of war.
  - a. Internal dissensions.
    - (1) Congress weak.
    - (2) People divided.
    - (3) State jealousies.
  - b. Foreign relations.
    - (1) The French Alliance.

- (2) Treaty with England.
- (3) Relations with Spain.
- c. Effects of war.
  - (1) Independence of the colonies.
  - (2) Period of internal re-adjustment.
  - (3) The growth of Institutions.
  - (4) The growth of American commerce.
- VI. The necessity for and the development of the idea of federation among the colonies.
  - a. The New England Confederation, 1643.
    - (1) Union of Mass., Plymouth, Conn., and N. H.
    - (2) United for protection against Indians, Dutch and French.
    - (3) Each colony sent two delegates to Congress.
    - (4) Lesson learned: give up something for common good, strength through union.
  - 2. Albany plan of Union, 1754.
    - a. Proposed by Franklin: for mutual defense, to act more quickly and with greater power.
    - b. Purpose:
      - (1) Self protection.
      - (2) To levy taxes.
      - (3) To make treaties.
    - c. Failure of plan.
  - 3. The Stamp Act Congress.
    - a. Purpose.
      - (1) Fighting for the rights of Englishmen.
    - b. Objected to England's method of taxation.
  - 4. The Committees of Correspondence.
    - a. Purpose.
      - (1) To acquaint colony with what was going on in each of the others.
    - b. Urged united action to resist importation of tea.
  - 5. First Continental Congress.

- a. Called to secure united action, on the part of the colonies, to resist taxes imposed by England.
  - b. Raised and organized army.
  - c. Borrowed money and issued paper money.
  - d. Built navy.
6. The Declaration of Independence.
- a. States' rights.
  - b. Need of union kept growing.
  - c. Feeling of resistance also kept growing.
  - d. Struggle for rights of Englishmen gave place to struggle for rights of men.
  - e. United colonies became United States.
    - (1) Liberty bell.
    - (2) Independence Hall.
  - f. "These united colonies are, and of right ought to be free and independent states." Richard Henry Lee.
7. Articles of Confederation.
- a. Formation of 1776-1781.
  - b. Weaknesses of:
    - (1) Gave much power to states, little to general government.
    - (2) Confederation a league of friendship.
    - (3) Controlled army but no means of paying.
    - (4) Could ask for, not demand money.
    - (5) Too weak to preserve order.
    - (6) No national courts.
8. Ordinance of 1787.
- a. Laid foundation for government of territories.
  - b. Prohibited slavery in Northwest territory.
  - c. Religious freedom to all.
  - d. Provisions for school and education.
9. The Constitution.
- a. Circumstances leading to its adoption.
    - (1) The Convention.
    - (2) Composition of this body.
    - (3) Suggested plans.

- (4) Compromises.
  - (5) Ratification.
  - (6) Election of officers.
- b. The organization of the government.
  - c. The study of the Constitution.
    - (1) Congress composed of:
      - (a) Senate.
      - (b) House of Representatives.
    - (2) Sessions of Congress.
    - (3) Powers of Congress.
    - (4) The Judiciary.
  - d. The Cabinet.
  - e. The Public Debt.
  - f. The United States Bank.
- VII. The struggle for Commercial Independence.
1. The European situation.
    - a. Relations with England.
      - (1) Attitude of the colonies.
      - (2) Grievances.
      - (3) Jay's mission.
    - b. Relations with France.
      - (1) Question of treaty obligations.
      - (2) The X. Y. Z. affair.
    - c. Relations with Spain.
- VIII. The industrial development of the country.
1. Progress of our country.
  2. Settlement of boundaries.
  3. The rising west.
  4. The highways of trade and commerce.
  5. Politics.
  6. The tariff.
  7. Nullification troubles.
  8. Differences in the industrial development of the north and south.
- Spring Term.**
- IX. The development of the slavery question and the growth of sectional feeling.
1. First slaves in America.

2. Natural conditions affecting location of slaves.
3. Constitutional convention.
4. Northwest ordinance.
5. Missouri compromise.
  - a. Provisions of—
6. Tariff questions.
  - (1) The Webster-Hayne debates.
  - (2) 1832, Nullification troubles.
  - (3) 1833, Clay's compromise tariff.
7. Organization of anti-slavery societies.
  - a. The abolitionists.
  - b. Liberty party.
  - c. Free soillers.
  - d. Effects of movement on north—on south.
8. Right of petition.
9. Struggle for more slave territory.
  - a. The Texas question.
  - b. The Mexican War.
10. The Wilmot proviso.
11. The California question.
  - a. Debates in Congress.
  - b. Attitude of south, Calhoun-Seward.
  - c. Attitude of north, Clay-Webster.
12. Compromise of 1850.
13. Fugitive slave law, "underground railroad."
14. Anti-slavery writers.
15. Kansas-Nebraska bill.
  - a. The race for Kansas, "Bleeding Kansas," why?
  - b. Results of conflict.
16. Republican party organized, defeated.
  - a. Election of Buchanan, how brought about?
  - b. Dred Scott case.
17. Lincoln's attitude toward slavery.
18. Lincoln's nomination and election.
19. Secession.
  - a. Reasons.
  - b. States seceded.
  - c. Confederate government.
- X. The Civil War.

1. Strength of the parties.
2. Comparison of North and South.
3. Lincoln's first inaugural address.
4. Fall of Fort Sumter.
5. Battle of Bull Run.
  - a. Results.
  - b. Effects.
6. Gettysburg.
7. War in the West.
8. Peninsular campaign.
9. Sherman's march.
10. War along the coast and on sea.
11. The draft.
12. Emancipation Proclamation.
13. Cost of the war.
- XI. Reconstruction.
  1. Lincoln's plan.
  2. Johnson's plan.
  3. Congressional plan.
    - a. The fourteenth amendment.
    - b. The fifteenth amendment.
  4. Impeachment of the President.
  5. Internal development.
    - a. Travel.
    - b. Transportation.
    - c. Communication.
  6. Progress of restoration of states.
  7. New political parties.
  8. Grant's election.
- XII. The New Nation.
  1. Financial conditions.
    - a. Panic of 1873.
  2. Political re-action.
  3. Hayes' administration.
    - a. The Bland-Allison Silver Bill.
  4. Garfield and Arthur.
    - a. Assassination of Pres. Garfield.
    - b. Civil service reform.

5. The Democrats in power.
    - a. The tariff.
    - b. Presidential succession.
    - c. Interstate commerce commission.
  6. Election of Harrison.
    - a. Protective tariff.
    - b. New pension laws.
    - c. The Sherman act.
  7. Cleveland's second term.
    - a. New platform of Democratic party.
    - b. Economic and social disturbances.
    - c. Panic of 1893. The strike.
    - d. The Columbian Exposition.
    - e. Foreign relations and arbitration.
  8. The campaign of 1896.
- XIII. A New Industrial Era.
1. The New Northwest.
    - a. Extension of railroads.
    - b. Admission of new states.
    - c. Inventions.
    - d. A new Indian policy.
  2. The New South.
    - a. Productions and manufactures.
    - b. Educational and social changes.
  3. New inventions and industrial problems.
    - a. Growth of business corporations and labor organizations.
    - b. The Chicago anarchists.
    - c. Strikes.
    - d. Growth in the means of education.
  4. The beginnings of expansion.
    - a. Spanish and American interests conflict.
    - b. War with Spain.
    - c. The destruction of the Maine.
    - d. Capture of Manila, Treaty of Peace.
    - e. Results of the war.
    - f. Relation of national government to its colonial dependencies.
  5. Insurrection in the Philippines.

6. The assassination of Pres. McKinley.
  7. Roosevelt's administration.
    - a. Self government in Cuba.
    - b. The Isthmian canal.
    - c. The Alaskan boundary dispute.
    - d. The St. Louis Exposition.
  8. The administration of President Taft.
- Events of today.
- Biographical stories should be used freely: Lives of Hamilton, John Quincy Adams, Madison, Jefferson, Fulton, Whitney, Edison, Daniel Webster, Henry Clay, Calhoun, Lincoln, Longfellow, Whittier, Emerson, Grant, Jackson, and many others.

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3. Eggleston: The Beginning of a Nation. American Book Co.
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5. Fiske: The War of Independence. Houghton, Mifflin.
6. Thwaites: The Colonies. Longmans, Green.
7. Hart: The Formation of the Union. Longmans, Green.
8. Wilson: Division and Reunion. Longmans, Green.
9. Elson: History of the United States. MacMillan.
10. Evans: Essential Facts of American History. Sanborn.
11. McMaster: History of the United States. American Book Co.
12. Higginson: Young Folks' History of the United States. Longmans, Green.

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2. McDonald: Select Documents of United States History. MacMillan.

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6. Chautauqua Press, Chautauqua, N. Y.
7. Columbia University Press, New York.
8. Thos. Y. Crowell & Co., New York.
9. Dodd, Mead & Co., New York.
10. Doubleday, Page & Co., Garden City, New York.
11. Duffield & Co., Chicago.
12. E. P. Dutton & Co., New York.
13. Educational Pub. Co., Chicago.
14. A. Flanagan Co., Chicago.
15. Ginn & Co., Chicago.
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18. Lee and Shepard, New York.
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30. Public School Pub. Co., Bloomington, Ill.
31. Rand, McNally Co., Chicago.
32. Fleming H. Revell Co., Chicago.
33. Row, Peterson Co., Chicago.

34. Benj. H. Sanborn Co., Chicago.
35. School Education Co., Minneapolis.
36. Scott, Foresman & Co., Chicago.
37. Charles Scribner's Sons, New York.
38. Silver, Burdett & Co., New York.
39. Frederick Stokes Co., Chicago.
40. Thomas Charles Co., Chicago.
41. University of Chicago Press, Chicago.
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**Music**

**COURSE OF STUDY FOR THE ELEMENTARY SCHOOL.**

By J. Harold Powers, Head of the Department of Music.

**General Suggestions.**

Practice teachers who are to teach music in the practice school will read carefully, all of the following suggestions, and will examine the Course of Study for the particular grade in which work is to be done.

**Pitch:** Always use a pitch pipe to start the singing. Few people have absolute pitch, and singing too low is apt to injure the voices of small children.

Never let the pupils start the song. If you do not know the key and pitch of a song the class may ask to sing, do not let them sing it.

In the first grade, pitch songs so that they will not go below Eb nor above F.

**Tone:** The singing voices of children should resemble the tone quality of the flute, clear and soft. This is their normal voice. Harsh tones, flattening and singing out of tune are generally caused by singing too loud, too slowly, without thought and in a bad position. If the teacher will correct these faults the child's voice will assume its natural tone, which is pure.



**Position:** A good position should be a comfortable but not lounging position. See that every child has his feet on the floor, body erect and fore-arm resting lightly on the desk.

**Breathing:** The best breathing exercise is the use of correct breathing in every song. Children, like all singers, should breathe deeply through the mouth at the beginning of every phrase, and if necessary the teacher should indicate special places, when phrases are too long.

**Attention:** It is a waste of time to try to conduct a lesson without the attention of every pupil. The outward and visible signs of this desired mental attitude on the part of the pupils are: eyes on the book or teacher, and a quick response to her suggestions. Insist upon the first, and the second will follow.

**Expression:** Seek to have the pupil bring out the real meaning of the song. "Thought" is the key word to expression in the singing of children. If a teacher secures a simple thoughtful rendering of a song she need have little fear of the bugbear "expression." The more impassioned ardor in the singing of adults is wholly unnatural to children and should never be expected.

**Sight Reading:** Children who do not read the simple music fluently by the time they reach the fifth grade will seldom ever read music.

Those who do not read will know and use music only in the most restricted sense, being dependent upon others for their repertoire. Hence the need for early and systematic sight reading.

When sight reading is the aim do NOT sing with class. The only exception to this is in the beginning of the second grade when the class is just starting to read. Here, rather than let the class stop singing, the teacher may help them over difficult places for the first lessons.

From the first, insist upon pupils beating time, lightly, with the fore finger, pointing beneath the notes. Books should lie flat on the desk so that the teacher can see whether each pupil is working correctly. Indecision in

beating, on the part of certain pupils, means that they are simply following the others and need individual work.

**Individual Work:** To be effective, this work must be carried on systematically—a little every day. By hearing four pupils a day a teacher can make the rounds in a small class in one week and not use more than a minute a day. A pupil should stand and beat time as he sings. If the teacher will have several stand at once and say "Next" when she wishes another to take up the work, much time can be saved. Do not make the mistake of calling upon the best pupils more than the others. Have a staff on the board before every lesson. Staff liners are furnished.

In every class except the first, seventh and eighth, the teacher will spend one minute at the beginning of each lesson in rapid individual sight reading.

Place signature and name of key at the beginning of the staff (using the key in which the lesson for the day is written). Teacher writes, using only a dash or one stroke of crayon; pupils sing as she writes. Never in any work, let children read syllables without the proper pitch. This work may be reversed on alternate days, letting pupils use lined paper which they keep always in their desks. Teacher sings and pupils write, using dots for notes.

Examine the outline of work for the year preceding the grade you are to teach, that you may know what your class is expected to know.

#### FRST GRADE.

The entire year will be spent in the singing of rote songs. The teacher may select suitable songs from any source. The Gaynor Song Book, the Eleanor Smith Primer, Art Song Cycles and many other texts will be found in the Music Room. During the year see that the following songs from the Congdon Primer are taught: Pp. 2, 3, 4, 8, 17, 18, 19, 20, 24, 26, 28, 30, 35, 37. Teach no others from this book as the book will be used for sight reading in the next grade.

Seat monotones in the front seats, so that they will be near the teacher and surrounded, on three sides, by children who sing well. Have pupils stand for a change of position when they get restless.

Individual work should be started as soon as class knows half a dozen songs. The short songs in the Congdon Primer furnish excellent material for this. Teach the new song first and review the old songs the last part of the lesson. The song itself and the teacher's manner of presenting it should be sufficient to interest the class without having to resort to motion songs. The lesson must move rapidly; for the attention of young children cannot be held on any one thing longer than ten minutes. Seek to bring out the child's own expression of a song instead of forcing your interpretation upon him.

Remember that breathing, ear training, rhythmic and tone drill are all embraced in the correct singing of songs.

#### SECOND GRADE.

First week review songs taught from Congdon Primer as indicated in first year's work. Second week begin the work in sight reading, which is an entirely new feature to pupils, they never having sung the scale nor used the syllables. Begin in this manner, using, as a basis, one of the above mentioned songs, which we will call a pattern song: Place the song before class—either on a chart or copied on the board—each pupil having on his desk, a book, opened to the same song. Pupils sing song with words, watching the teacher point under each word. Pupils then sing and point in like manner to words in book. Go through as many songs in this manner as possible in two lessons. The next lesson teacher tells class that she is going to sing one of the songs with new words; and, with chart before class points and sings the syllables. Class repeats, singing syllables until learned, always pointing under notes in book after they have watched the teacher

point once or twice. After three or four songs are sung in this manner the teacher asks the class to sing the next one—in same key—alone. When class can sing several songs in this key, the next key is taken up in the same manner, the teacher using the pattern song at first. All following keys, pupils should be able to sing without pattern song, teacher simply showing them where *do* is found. Say nothing about keys except to locate *do*.

Call notes simply one beat, two beat, etc. Call attention of the number of beats various notes receive as they occur in songs.

Use the chart first in taking up all new keys. When syllables are sung correctly let the words be sung with as much finish as possible. In the Fall and Winter terms, the individual work will be chiefly the singing of songs already learned. In the Spring term begin the real individual sight reading. On Tuesdays and Saturdays, devote the lesson to rote songs of the more advanced kind, the work of the other days to note reading.

#### MATERIAL.

Congdon Music Roll.  
Congdon Music Primer No. I.  
New Educational Course—Primary Melodies.  
Eleanor Smith Course, Book I.  
Rote Songs.  
Supplementary Books.

#### THIRD GRADE.

There are comparatively few new ideas to be taught in any one grade and these should be taught when the sight reading work first needs them: Early in the term teach the names of the letters of the staff: a, b, c, d, e, f, g. Teacher and class should speak of them by the right name after they are taught.

The divided beat occurs in the books in the work for the Winter term. If children are beating correctly and are shown that two notes are sung to one beat—one on the

down and the other on the up stroke—there will be little trouble here.

When chromatics first occur they must be learned by ear, the teacher singing them for the class. Explain that a sharp before a note means that it is to be sung half a tone higher and that it has the same name as the note before which the sharp is placed except that the vowel sound is changed to e. A flat before a note means that it is to be sung half a tone lower and the vowel is changed to a.

The lesson Saturday may be spent in rote songs. The other four days in note reading.

Spend one-third of each lesson in individual work.

Say nothing about signatures except that so many sharps or flats mean that *do* is on a certain degree. When pupils know the letters of the staff refer to keys as: a, e, g, etc.

#### MATERIAL.

Congdon Music Roll.

Eleanor Smith Music Course, Book II.

New Educational Music Course, First Reader, Part I, complete.

#### FOURTH GRADE.

The new features, that are to receive special attention in this grade, and are to be taught incidentally with the sight reading, are the beat and a half note, new chromatic tones and key signatures. In teaching the beat and a half note, have pupils sing the note as the finger goes down and up, the dot as the finger goes down and the following note as the finger goes up. If there is any difficulty, teacher should sing and beat once for the class.

In using the natural for the first time, explain that when it occurs before a note that is sharpened in the signature, it lowers the pitch of the note the same as a flat. When it is used before a note that is flattened in the signature it raises the pitch like a sharp.

In the Fall term, teach the signatures in flats, simply

as to how to tell the key in any number of flats; viz: *do* is always found on the same degree as the next to the last flat.

In the Winter term teach how to tell keys in any number of sharps; viz: *Do* is always found on the degree just above the last sharp.

Let the pupils have books before them in the rote work in this grade, the teacher helping them only when necessary, pupils singing the words the first time. Teacher must not confuse this kind of work with the sight reading—nor allow pupils to. A wrong conception of this work on the part of pupils will cultivate dependence in sight reading. Saturday will be given up to this kind of work with now and then an extra day on special occasions.

Whenever the unevenly divided beat occurs (usually a dotted eighth followed by sixteenth) teach it by rote and contrast it with the evenly divided. Two part work is begun in this grade. No one group of pupils should be allowed to carry the lower part all the time, as constant singing on the lower part will injure the voice. Give each division of the class an opportunity to sing both parts.

#### MATERIAL.

Eleanor Smith Music Course, Book II, pp. 58 to 118.

New Educational Music Course, Book I, Parts Two and Three complete.

Rote Songs (pupils using books) Eleanor Smith, Book Two, pp. 118 to 140.

#### FIFTH GRADE.

The watchword for this year's work is, "Read new music and plenty of it." Children who have done good work in the preceding grade have a working knowledge that should enable them to read music that appeals to them with independence, and to their own and the teacher's enjoyment. A few new problems will arise, but usually they will be found to be old ideas under new

conditions and to solve them only a suggestion from the teacher will be necessary. The beat and a half note, evenly and unevenly divided beats, occur often in the reading and will need considerable drill. New chromatic tones will occur but they present no new difficulties. Teach the writing of all signatures in flats and sharps. Two part work will be given the greater amount of time in the reading. Here, as in the fourth grade, do not let one group of pupils sing the alto all the time but alternate the soprano and alto. Let the individual work at first begin by groups of four or two pupils and gradually work to the individual if any hesitancy is shown in singing alone. You can not force a child to sing and get good results.

Occasionally let class sing a new song with the words first. If it is not well done go back to the syllables.

Seat class with the best singers at the back of the room.

#### MATERIAL.

New Educational Music Course, Book I, Part I.  
New Educational Music Course, Book II, Part I.  
Eleanor Smith Music Course, Book III to page 31.

#### SIXTH GRADE.

The voice problem is the greatest difficulty in this class. Pupils are old enough now to show a tendency for soprano or alto and, although this may not indicate their permanent voice, they should be allowed to sing the part that lies within their easy range. The voices must be tested and the parts arranged according to the natural compass of the voices. Do not allow a child who should sing soprano to take the alto because he is a good reader. Do not allow a boy to sing alto merely because he is a boy. Keep as many on the soprano as can pass the test. Sopranos are those who can sing from g second line to high g, using a light clear tone. Altos are those who can

sing from g to the lower g, using a broad full tone. Voices that can meet neither of these tests or that are inclined to sing too loudly should be placed on the second soprano part, as soon as three part work begins. Until that time have them sing the alto part, omitting those tones that do not come easily. A class will sing in three parts about as readily as two parts as soon as the voices can reach the parts. The second soprano will give a little trouble until pupils get used to hearing a part above and below them. The triplet occurs in the work for the winter term. Lead the class to see that there are three notes of the same kind sung, in the time that two notes of that kind would usually receive. Teach the sound by rote. Teach them to recognize Minor songs from the sound, and that Minor keys are named from the letter on which la is found the same as Major keys are named from the position of do. Do nothing with scales nor the various Minor Modes. About one-third of the time sing songs without the use of syllables.

#### MATERIAL.

Eleanor Smith Music Course, Book III.

New Educational Course, Book II, Part II.

Songs belonging distinctly to another season may be omitted at the time, and for songs fitting for special seasons teachers may select from book. In each case make note of it in report.

#### SEVENTH GRADE.

The period of mutation in the voices of both boys and girls (although more noticeable in the boys) is somewhat of a handicap to teacher in this grade. This is no fault of the boys and girls, however, and they should not be punished by having the singing stopped and the time filled up by the teaching of intervals, triads, etc. If they are allowed to sing part music, little demand will be made

upon their range and the wise teacher will refrain from constantly reminding them of their limitations. The singing of many of their songs without syllables (about half) will make them feel that they are "arriving," and will teach them to look upon syllables in the right light—as a means to an end, and a help to which they can always resort in difficult passages.

In connection with the reading, a general review of the work of all preceding grades may be carried on.

Individual work in reading need not be done but group work with one or two on a part will prove interesting.

#### MATERIAL.

- New Educational Music Course, Book II, Parts III and IV.  
Supplementary Music, Codas and Octavo form.  
Laurel Music Reader.

#### EIGHTH GRADE.

The bass voice will usually appear in this grade and the tenor or alto tenor, though in both cases the range will be limited. This will necessitate the use of the bass clef and the greater part of the singing will be in four parts. The piano is almost a necessity, for no choral society would attempt to sing this grade of music without it. This should and will be the most enjoyable music class of all the grades, if the right kind of music is given. This means a class of music and text that will appeal to adults and must be in its original form. For much of this music it is possible to get records for the victrola, and hearing the music will greatly enhance its beauty.

#### MATERIAL.

- School Song Book.  
Codas and Octavo.

## Manual Training

### OUTLINE OF WORK IN MANUAL TRAINING FOR RURAL SCHOOLS.

By J. W. Eck, Head of Department of Manual Training.

#### FIRST GRADE.

The work should center around—

- a. The stories which are read or told to the class.
- b. The games which the children play.
- c. The objects which they see about them.
- d. Things suggested by the season of the year.

#### I. Paper Cutting.

- a. Cutting pictures from magazines or catalogues trains in handling scissors.
- b. Illustrating stories or games develops the imagination.
- c. Cutting from objects develops the power of observation. Animals, fruits, and vegetables may be cut out of paper of one color and mounted upon a paper of another color.
- d. Geometric cutting develops the sense of size, form, and space. Squares, circles, triangles, and oblongs may be cut and mounted.

#### II. Stick Laying.

This work develops ideas of space, form, and number. Toothpicks, grains, seeds, and berries may be used to outline houses, chairs, fences, windmills, and geometric forms.

#### III. Paper Folding.

Reference: Paper Sloyd. By Ednah A. Rich.  
Paper folding develops constructive thinking.

- a. Boxes and envelopes may be made for gathering flower seed.
- b. Paper furniture for a doll house.
- c. Valentines, May baskets, calendars, and simple



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- Christmas gifts.
- d. Sketch book made with colored paper cover, and tied with heavy cord.  
Use construction paper for this work, and rulers having divisions not smaller than one inch.
- IV. Clay Modeling.
- a. Modeling from objects develops the idea of form. Such objects as fruits, vegetables, and animals may be used to work from.
  - b. Illustration of stories, much the same as in paper cutting.
  - c. Dishes and marbles for play.
- V. Weaving.  
Use strips of colored paper and develop designs.
- VI. Textiles.
- Reference: Hand Loom Weaving. By Mattie Phipps Todd.
- a. Weave mats, rugs, hammocks, etc., on cardboard looms, using raphia, wool, carpet-warp, and strips of cloth.
  - b. Burlap or Monks cloth may be used for table mats. Draw out the threads at the edge, making a fringe and make a border design by drawing out threads, dyeing them with easy dyes, and weaving them back in again.
  - c. Cross stitching on large checked gingham or burlap, making holders.
- VII. Community Work.  
Have the class make a sand table representation of an Indian village.

**SECOND GRADE.**

The work should center around—

- a. Stories read by the children.
- b. Occupation of their parents.
- c. Games of the children.
- d. Things suggested by the season of the year.



Manual Training Work.



Art Exhibit.

- I. Paper Cutting.
  - a. From tools and poses by pupils.
  - b. Illustration of games, stories, and occupations.
  - c. Symmetrical cutting of folded paper.
  - d. Coins may be cut out of paper for the play store.
- II. Paper Folding.

For this work use a ruler with one-fourth inch divisions. Make a circle maker, photo frame, stamp book, portfolio, booklet, valentines, May baskets, calendar mount, furniture, boats, and wigwams.
- III. Clay Modeling.
  - a. Dishes and cooking utensils may be made in connection with the story of Robinson Crusoe, and attempts made to fire them in the stove.
  - b. Vegetables and groceries may be made for the play grocery store, and used for exercises in arithmetic, in connection with paper coins.
  - c. Tiles may be made with simple line designs.
- IV. Raphia.
  - a. Make napkin rings by wrapping cardboard with raphia.
  - b. Weave square mats, with border designs, on cardboard looms.
  - c. Make round mats by sewing together braided raphia.
- V. Textiles.

Reference: Hand Loom Weaving. By Mattie Phipps Todd. Weave doll sweaters, stocking caps, and marble bags on cardboard looms.
- VI. Community Work.

Have the class make a sand table representation of Robinson Crusoe or some other story.

#### THIRD GRADE.

In the third year more attention should be given to design. The designs should be worked out on paper before being applied to the project.

- The work may center around the reading, geography, and number work.
- I. Cardboard Construction.

Reference: First Years in Handicraft. By Walter J. Kenyon. Use a ruler with one-eighth inch divisions.

    - a. Cubical box.
    - b. Portfolio.
    - c. Spelling book cover. This is to be made of two separate boards with a flexible joint in the top cover. The boards are held together by a cord laced through two punctures.
  - II. Clay Modeling.
    - a. Modeling in relief from poses of children.
    - b. Small bowls, flower pots, and jars.
    - c. Make brick, using a wooden mold, 3 inches by 1½ inches by 1 inch.
    - d. Make a castle or old Dutch house from the small bricks.
  - III. Raphia.
    - a. Basket of raphia wound over cardboard.
    - b. Bag of knotted raphia.
    - c. Doll's hat made by sewing together braids of raphia.
  - IV. Textiles.

Reference: Hand Loom Weaving. By Mattie Phipps Todd.

    - a. Make small wooden looms of strips of wood ½ inch thick and ⅞ inch wide.
    - b. Small rugs and blankets may be made of a coarse wool. The design should first be drawn actual size and placed underneath the warp.
    - c. School bags may be made by embroidering on burlap.

#### FOURTH GRADE.

The work in the fourth year should begin to develop some technical skill.

- I. Cardboard Construction.



- a. Portfolio.
  - b. Note book cover of heavy board, covered with cloth, and having a flexible joint.
- II. Pottery.
- Bowls, vases, candle sticks, and match holders built by the coil method and decorated with line designs.
- III. Basketry.
- a. Soft coil raphia basket.
  - b. Raphia and reed basket with simple design.
  - c. Mat made of reed.

#### FIFTH GRADE.

- I. Bookbinding.
- a. Portfolio for drawing materials.
  - b. Rebind an old book.
- Reference: *First Years in Handicraft*. By Walter J. Kenyon.
- II. Pottery.
- Make well designed tiles, inkstands, etc., decorated by a relief design.
- III. Basketry and Raphia.
- Reference: *Practical and Artistic Basketry*. By Laura Rollins Tinsley.
- a. Sofa pillow made of raphia on a wooden loom.
  - b. Work basket made of reed.

#### SIXTH GRADE.

- I. Basketry.
- Reference: *How to Make Baskets*. By Mary Whi.
- Make a large basket, such as a waste basket, of w low.
- II. Woodwork.
- Make small projects of light wood with a jack knife, hammer and nails.
- a. Plant marker.
  - b. Bird house.
  - c. Weather vane.

#### SEVENTH AND EIGHTH GRADES.

The problems which confront the rural school, in connection with the introduction of Manual Training into the seventh and eighth grades are—

1. The problem of getting teachers who can teach woodworking. It is evident that some special training is necessary for this work. The teacher, who has not had this line of work, may take advantage of summer school courses to prepare him to teach Manual Training.

2. Where are we going to find the time to give to Manual Training? Perhaps this problem can best be solved, where the school program is crowded, by taking an hour from 8:00 to 9:00 a. m., one from 12:00 to 1:00 p. m., and another from 4:00 to 5:00 p. m.

3. The problem of getting an equipment is a vital one. A good equipment will cost from twelve to nineteen dollars, where it is not necessary that more than one pupil use the equipment at a given time. Where money is not to be had for purchasing an equipment, it is sometimes possible for the pupils to bring tools from home. Farmers often have tools lying around which they have no use for, simply because they are dull, and would gladly give them to the school.

4. The problem of finding a place in which to do the woodworking should not be hard to solve. Where the work is done outside of the regular school hours, the school room might be available. Where this is not practicable, a well lighted basement or shed might be used.

Manual Training in the seventh and eighth grades should consist of woodworking. Sequential and progressive tool exercises should be taken up in the making of useful articles. Some of the fundamental principles of construction in wood should be studied, together with the methods of sharpening tools.

Projects suitable for the seventh grade are:—peck crate, kitchen memorandum, towel roller, sled, and dog kennel.

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Projects for eighth grade are:—chicken coop, saw buck, snow plow, milk stool, foot stool, and ironing board.

**Equipment for Woodworking.**

The prices are quoted by Orr and Lockett Hardware Co., Chicago.

1 Grindstone. . . . .	\$4.75
1 India Oil Stone, 6 inch.....	.50
1 Hand Saw 24 inch cross cut.....	1.75
1 Handsaw, 24 inch, rip.....	1.75
1 Back Saw 10 inch.....	.94
1 Bailey Jack Plane 14 inch.....	1.83
4 Bailey Double Plane Irons 2 inch..	1.48
1 Marking Guage .....	.12
1 Try Square 8 inch.....	.30
1 Hammer 16 oz.....	.60
2 Chisels $\frac{3}{8}$ and $\frac{7}{8}$ inch.....	.96
1 Brace. . . . .	1.08
3 Bits 5-16, $\frac{1}{2}$ and $\frac{7}{8}$ inch.....	1.17
2 Gimlet Bits 5-32, 8-32 inch.....	.18
1 Rose Counter Sink.....	.23
1 Draw Knife 10 inch.....	.75
1 Screw Driver 7 inch.....	.40
1 Bench Screw $1\frac{1}{4}$ inch.....	.50

