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UNIVERSITY OF COLORADO

# A WAR-MODIFIED COURSE OF STUDY

FOR

## THE PUBLIC SCHOOLS OF COLORADO

ISSUED BY

THE DEPARTMENT OF PUBLIC INSTRUCTION

MARY C. C. HEADFORD, Superintendent

1918

### VOLUME V

Outline Courses for High Schools  
Junior and Senior High School Courses  
Four Year High School Outline  
Miscellaneous



*"No child should have less opportunity for  
education because of the war"*

*...Woodrow Wilson*

PREPARED BY

MARY C. C. HEADFORD

AND COOPERATING EDUCATORS

1918

DENVER

WALKER BROTHERS, PRINTERS



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## NOTICE

### *Teachers of Colorado:*

This volume is public property and is not to be removed from the district when you leave.

The State of Colorado provides these books, paying for them from the State School Fund. They are ordered by your County Superintendent for use by any teacher who may be in charge of the school where you are now teaching.

War service demands conservation of books and all other school material. Therefore, as a matter of honor and an obligation of patriotism, please regard this book as public property, not for personal ownership.

The examination questions issued by the State Department of Public Instruction, will be closely correlated with this course of study.

*Mary C. C. Bradford.*

*State Superintendent of Public Instruction.*

## FOREWORD

Volume Five of the War-Modified Course of Study contains the latest and most advanced educational suggestions in High School work.

The Junior and Senior High School outlines are in harmony with the newer plans for High School organization, and the teacher using them will receive illuminating guidance in this new functioning of secondary education.

This volume also contains a reprint of the outline for a Four Year High School course formerly issued by the Department of Public Instruction, and the schedule in use in District Twenty, Pueblo, Pueblo County, Colo.

The Junior High School course contained in this volume and the Four Year High School course reprint are combined from the practical work now being done in some of the most successful High Schools in the state and country. Therefore, this Department offers them with the assurance that the teachers in the second and third class districts will find them a safe guide.

Appreciative recognition is especially due to Superintendent J. F. Keating and Principal D. K. Dunton, of Pueblo High School, District Twenty, Pueblo; to Mr. J. R. Morgan, former Superintendent of Schools in Trinidad, Colo., whose admirable contribution in this volume is the Senior High School course, and to Dr. George Norlin, of the University of Colorado.

The appearance of some miscellaneous items, in the back of this volume, will prove of service to the teachers, as they contain matter difficult to obtain in combination.

This installment of the War-Modified Course of Study completes the offering of the co-operating educators for the progress of Colorado schools and it is issued with the fervent hope that the teachers and pupils alike may derive from its use imaginative stimulus, scholastic enrichment, and a vitalized conception of the duties of the New Citizenship in the New Day.

*Mary C. C. Bradford.*

*State Superintendent of Public Instruction.*

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## JUNIOR HIGH SCHOOL

### Eighth A

English  
 Mathematics  
 Reading and Literature  
 Community Civics  
 Writing  
 Music  
 Physical Training  
 ELECTIVE (two allowed)  
 Wood-work—Mechanical Drawing  
 or  
 Cooking—Sewing  
 and  
 One Regular High School Subject—  
 Choice of  
 Ancient History  
 Algebra  
 Spanish  
 French  
 General Science  
 Bookkeeping

### Seventh A

English  
 Mathematics  
 Reading  
 Hygiene  
 American History  
 Writing  
 Music  
 Wood-work and Mech. Drawing  
 Cooking and Sewing  
 Physical Training

### Eighth B

English  
 Mathematics  
 Reading and Literature  
 American History  
 Physiology  
 Writing  
 Music  
 Wood-work and Mech. Drawing  
 Cooking and Sewing  
 Physical Training

### Seventh B

English  
 Mathematics  
 Reading  
 Hygiene  
 American History  
 Geography  
 Writing  
 Music  
 Wood-work and Mech. Drawing  
 Cooking and Sewing  
 Physical Training

## COURSE OF STUDY

For Junior High School, District 20, Pueblo

### Eighth A

**English**—"Every Day English"—Bolenius, pp. 143-332.  
 One day a week—Written Composition.  
 One day a week—Oral Composition.  
 Three days a week—Text.  
**Mathematics**—"Junior High School Mathematics, Book II"—Wentworth  
 and Smith, pp. 107-244.  
**Reading and Literature**—  
 Merchant of Venice.  
 Wonder Book.  
 The Spy.

**Civics**—"Community Civics"—Hughes.

**Writing**—No formal writing. Careful attention to written work.

**Music**—Community Singing.

**Physical Training**—

Boys—Military Training.

Girls—Gymnasium Work.

} One period per week.

**Wood-work and Mechanical Drawing**—Four 90-minute periods per week.

**Cooking and Sewing**—Each two 90-minute periods per week.

Pupils, if above work is satisfactorily done, may carry at same time one regular high school subject, having the choice of Ancient History, Algebra, Spanish, French, General Science, Bookkeeping.

### Eighth B

**English**—"Everyday English"—Bolenius, to p. 143.

**Mathematics**—"Junior High School Mathematics, Book II"—Wentworth and Smith, to p. 107.

**Reading and Literature**—Lady of the Lake and Supplementary Reading.

**American History**—"School History of United States"—Hart.

Reconstruction down to date.

**Physiology**—"Human Body and Health, Advanced"—Davison.

**Writing**—Palmer System.

**Music**—Choruses and Patriotic Music.

**Wood-work and Mechanical Drawing**—Two 90-minute periods per week.

**Cooking and Sewing**—Each one 90-minute period per week.

**Physical Training**—

Boys—Military Training.

Girls—Gymnasium Work.

} One period per week.

### COURSE OF STUDY

For Junior High School, District 20, Pueblo

#### Seventh A

**English**—"Essentials of Grammar and Composition"—Webster, p. 86 to end.

**Mathematics**—"Junior High School Mathematics, Book I"—Wentworth and Smith, Chapters V, II, III, and IV, pp. 77-110 and 155-246 inclusive.

**Reading**—Various Classics and Supplementary Reading.

**Hygiene**—"Human Body and Health, Intermediate"—Davison, Chapters 10 to 22 inclusive.

**History**—"School History of United States"—Hart, Chapters 10 to 26 inclusive.

**Writing**—Palmer System.

**Music**—Laurel Readers—National hymns and patriotic music.

**Wood-work and Mechanical Drawing**—Two 90-minute periods per week.

**Cooking and Sewing**—Each one 90-minute period per week.

**Physical Training**—

Boys—Military Training.

Girls—Gymnasium Work.

} One period per week.

## Seventh B

**English**—"Essentials of Grammar and Composition"—Webster, to p. 86.

**Mathematics**—"Junior High School Mathematics, Book I"—Wentworth and Smith, pp. 1-77 and 111-154 inclusive.

**Reading**—Miles Standish, Evangeline, and Supplementary Reading.

**Hygiene**—"Human Body and Health, Intermediate"—Davison, Chapters 1 to 9 inclusive.

**History**—"School History of United States"—Hart, Chapters 1 to 9 inclusive.

**Writing**—Palmer System.

**Music**—National hymns and patriotic songs and selected songs from Educational Music Reader, Book III.

**Wood-work and Mechanical Drawing**—Two 90-minute periods per week.

**Cooking and Sewing**—Each one 90-minute period per week.

**Physical Training**—

Boys—Military Training.	} One period per week.
Girls—Gymnasium Work.	

## SENIOR HIGH SCHOOL

Each year the American High School becomes a greater and more important factor in the making of loyal American citizens. It is no longer acknowledged to be merely a place to teach Algebra, Latin and kindred subjects, but a place to stimulate civic pride, to encourage public intelligence and to promote the welfare of the community. The modern high school is a place to study, unbiased, the errors of the past and the problems of the future. It is a place where great leaders are in the making and where those who are to follow are trained to follow thinkingly.

Life is varied. Courses of study the aim of which is to prepare citizens for life must be varied. Today public welfare requires and demands many types of trained service. In the past our public schools have not trained to any marked degree for this varied service.

The enlargement of the elementary school and the generalization of its courses have necessarily made greater demands upon the secondary schools. This condition has placed at the threshold of the high school a greater number of young men and women seeking enlarged and more democratic courses of study. The problem of the school is to furnish in an efficient way this broader training. The course of every American High School must be such as to make that high school, in every sense of the term, A School of Opportunity.

Our future high school students will be strictly a democratic body, and the future high school must train the world for a safe democracy.

## CHOICE OF ELECTIVES

A course should be flexible enough to suit the need of all classes of pupils. The choice of subjects, however, should be made with the greatest care, and only after consultation with parents, teachers, and principal. This will prevent a choice of the apparent "snap" course, which, however, should not exist in any standard school. If the subject of Spelling is offered it should be just as thorough and strenuous as a course in Algebra.

To avoid too small classes some restriction is necessary as to the smallest number for which a class will be organized. This restriction must be dependent upon the size of the teaching force.

SENIOR HIGH SCHOOL

GENERAL COURSE

First Year

Required		Elective	
First Term	Units	First and Second Terms	Units
English 10 .....	½	Elementary Algebra .....	1
American Citizenship and World History .....	½	Plane Geometry .....	1
Science .....	½	French, Spanish or Latin....	1
Elective .....	½	Manual Training .....	1
*Physical Education and Hygiene		Mechanical Drawing .....	½
Second Term		Typewriting .....	1
English 10 .....	½	Sewing .....	1
†Science .....	½	Cooking .....	1
Elective .....	½	Elementary Accounting.....	1
Elective .....	½	Commercial Geography .....	½
Physical Education and Hygiene		*Ancient History .....	1
		Mediaeval and Modern History .....	1

\*One unit will be granted at the close of the third year for Physical Education work satisfactorily done.

†Biology and Agriculture required for boys and Household Chemistry for girls.

\*To be taken before the Mediaeval and Modern unless taken in Junior High.

GENERAL COURSE

Second Year

Required		Elective	
First Term	Units	First and Second Terms	Units
English 11 .....	½	Elementary Algebra .....	1
Elective .....	½	Advanced Algebra .....	½
Elective .....	½	Plane Geometry .....	1
Elective .....	½	French, Spanish or Latin....	1
Physical Education and Physiology		General Chemistry.....	1
Second Term		Manual Training.....	1
English 11 .....	½	Mechanical Drawing .....	½
Elective .....	½	Typewriting .....	1
Elective .....	½	Bookkeeping .....	1
Elective .....	½	Business English .....	½
Elective .....	½	Sewing .....	1
Physical Education and Physiology		Cooking .....	1
		Reviews .....	½
		English History .....	1

## GENERAL COURSE

## Third Year

Required		Elective	
First Term	Units	First and Second Terms	Units
English 12.....	½	Solid Geometry.....	½
American History.....	½	Advanced Algebra.....	½
Elective .....	½	French, Spanish or Latin....	1
Elective .....	½	Physics .....	1
Physical Education and Sanitation		*Manual Training.....	1
Second Term		*Sewing .....	1
English 12.....	½	*Cooking .....	1
Civics .....	½	*Typewriting .....	1
Elective .....	½	Stenography .....	2
Elective .....	½	Office Training .....	1
Physical Education and Sanitation		Economics .....	½
		†Mechanical Drawing .....	½
		Psychology .....	½
		Elementary Sociology.....	1
		Reviews .....	½

\*No more than two units offered in entire course.

†Only one unit offered in entire course.

## ENGLISH

The course in English must be closely related to the work previously done in Junior High. The aim of the course is to train pupils in the correct use of the English language, both oral and written, the major use being the oral.

A practical English course in high school should accomplish these definite results:

First: The ability of the pupil to observe accurately.

Second: To think logically.

Third: To speak fluently.

Fourth: To write clearly.

Fifth: To read and interpret correctly the better Literature.

Sixth: To increase his vocabulary, to spell correctly, to write legibly and to observe the ordinary mechanics of composition.

Seventh: To realize that the English Language is to be a world language, binding together more closely the thought, the aims, the faith of a liberty-loving world.

## English 10.

Oral Composition, two periods per week.

Written Composition, two periods per week.

Classics, one period per week.

Four classics are to be read intensively during the year. In addition to this at least two books are to be read outside of class and a report, oral or written, to be submitted.

**English 11.**

Oral Composition, two periods per week.  
 Written Composition, one period per week.  
 English Literature, two periods per week.  
 The reading of Classics the same as required in English 10.

**English 12.**

Oral Composition, one period per week.  
 Written Composition, two periods per week.  
 American Literature, two periods per week.  
 The reading of Classics the same as required in English 10.

**SENIOR HIGH SCHOOL****COMMERCIAL COURSE**

The work as outlined in this course presupposes that no commercial work has been given in the Junior High.

The requirement for completion of the course is fifteen units.

No choice of subjects is offered as each subject is deemed necessary for a business training.

The course as outlined may be given in four years if deemed advisable. Students not especially strong should be urged to spend four years in the work rather than three.

It is not advisable for the small high school to attempt to offer this course in conjunction with either of the other courses unless it has additional help. The first year of the Commercial Course can be offered with the help of one additional teacher.

**COMMERCIAL COURSE**

First Year		Second Year	
	Units		Units
English Composition.....	1	English 10.....	1
Spelling .....	½	Commercial Arithmetic .....	1
Penmanship and		Bookkeeping .....	1
Correspondence .....	½	Business English and	
Elementary Accounting .....	1	Correspondence .....	1
Commercial Geography .....	½	American History.....	½
American Citizenship and		Civics .....	½
World History.....	½		
Typewriting .....	1		
Third Year			
	Units		
Typewriting .....	1		
Stenography .....	2		
Office Practice .....	1		
Commercial Law .....	½		
Economics .....	½		

**SENIOR HIGH SCHOOL  
NORMAL TRAINING COURSE**

**First Year**

<b>Required</b>		<b>Elective</b>	
<b>First Term</b>	<b>Units</b>	<b>First and Second Terms</b>	<b>Units</b>
English 10.....	½	Elementary Algebra .....	1
American Citizenship and World History.....	½	Plane Geometry.....	1
Elective .....	½	French, Spanish or Latin....	1
Elective .....	½	General Science.....	1
*Physical Education and Hygiene		Biology .....	½
		Agriculture .....	½
<b>Second Term</b>		Manual Training.....	1
English 10.....	½	Mechanical Drawing .....	½
Methods and Review in Penmanship and Spelling.	½	Sewing .....	1
Elective .....	½	Cooking .....	1
Elective .....	½	Ancient History.....	1
Physical Education and Hygiene		Mediaeval and Modern History	1

\*One unit will be granted at the close of the Third Year for Physical Education work satisfactorily done.

**NORMAL TRAINING COURSE**

**Second Year**

<b>Required</b>		<b>Elective</b>	
<b>First Term</b>	<b>Units</b>	<b>First and Second Terms</b>	<b>Units</b>
English 11.....	½	Elementary Algebra .....	1
Methods and Review in Music and Drawing.....	½	Advanced Algebra.....	½
Elective .....	½	Plane Geometry .....	1
Elective .....	½	French, Spanish or Latin....	1
Physical Education and Physiology		Household Chemistry .....	1
		General Chemistry.....	1
<b>Second Term</b>		Mechanical Drawing.....	½
English 11.....	½	Manual Training.....	1
Methods and Review in Reading and Geography....	½	Sewing .....	1
Elective .....	½	Cooking .....	1
Elective .....	½	English History .....	1
Physical Education and Physiology			

## NORMAL TRAINING COURSE

## Third Year

Required		Elective	
First Term	Units	First and Second Terms	Units
English 12.....	½	Plane Geometry .....	1
Psychology .....	½	Solid Geometry.....	½
Methods and Review in		Advanced Algebra.....	½
American History and		French, Latin or Spanish....	½
Grammar .....	½	Physics .....	1
Elective .....	½	Business English.....	½
Physical Education and		Economics .....	½
Sanitation		Elementary Accounting .....	½
<b>Second Term</b>		Manual Training.....	1
English 12.....	½	Sewing .....	1
Civics .....	½	Cooking .....	1
Methods and Review in			
Arithmetic and School Law.	½		
Elective .....	½		
Physical Education and			
Sanitation.			

## FOUR-YEAR HIGH SCHOOL COURSE

### I. GENERAL

A most common and fundamental misconception relative to the high school is that it is a prolongation of the elementary school, merely with new objects added. Types of teachers, division of work between them, methods of instruction, standards of discipline, the social organization of the school, its relation to community life, the material equipment of the institution, even its architectural arrangement, and the size and character of the school site—all these are to be more or less differentiated for elementary and high schools. The observations of the following pages are designed to bear briefly, but practically, upon a number of these problems as they confront the high school of less than three teachers on full time.

### II. BUILDING AND SITE

Ambitious, growing communities which are planning full-course high schools in even rural portions of the state should find it comparatively easy to provide a proper site. Sometimes this will mean only an enlargement of the cramped, but well-situated, site that serves the graded school. Simply because a school is in the country, it is for several reasons not wise to rely upon adjacent private grounds for play or team athletics. After the building has been located on the site as may be deemed advisable, in the center, or well to one side, the *unobstructed level space* for organized games should be not less than *two and a half acres*, in as nearly the form of a square as it is possible to make it. The only justification for not making this provision is the belief that the high school and grammar grades will never enroll enough boys to make a baseball or football team. It may occasion surprise, but it is nevertheless a fact that the largest and most efficient rural high schools in the state are taking a strong interest in athletics and contesting successfully with urban high schools several times their own size. The power of clean, virile athletics to popularize the high school for country as well as city boys is unquestionable.

Just as the school ground may thus be made a center for neighborhood sports and outings, so the school building may, if properly designed, become the center of community social gatherings. The continuance of the older students in school will normally mean commencements and other special occasions for which considerable crowds will gather. High school buildings in the country

or small town should have at least one large room for the handling of assemblages that usually cannot be housed elsewhere. One room, seated with folding chairs, may be used for both public gatherings and indoor games. But if a district can afford a building of two stories, the gymnasium may be placed directly beneath this large room. The laboratory should be large enough to accommodate at once either the largest class in the high school or the senior and junior classes combined. Places for a minimum of fifteen or twenty would be safe. This room might be on the same floor as the larger study hall or assembly room, and directly over the room for household arts, which, with the gymnasium and the quarters for manual training, would take up the basement. This would decrease expense for plumbing and utilize valuable space. Manual-training benches can be made secure by imbedding their legs in the concrete floor. However, if there is a concrete floor in the gymnasium it should be covered with a wooden one to remove danger of serious accident.

In other respects the requirements for a high school building are not unique. Lighting, heating, ventilation, water supply and toilet accommodations are covered by rules that have been repeatedly formulated. An important principle to be apprehended by boards of education, that all our school buildings may be better fitted to the demands, is the necessity of a co-operation of three parties: (1) the school board, which presumably knows the financial capacity and future educational needs of the district; (2) the architect, whose technical knowledge should guarantee the safety and permanence of the building; (3) the superintendent, or principal, who knows the difference between a school house and other structures. Architects and school directors often ignore school people completely in the execution of building plans, and proceed to most costly and glaring mistakes.

### III. FURNITURE AND EQUIPMENT

Many types of school furniture are obtainable. Funds will determine whether the more costly adjustable seats and desks shall be purchased; but this expense is unwarranted unless the adjustment to the pupil is made intelligently at stated intervals. Pupils ordinarily will not request that desks or seats be adjusted since through their whole school life they have learned to take things much as they find them. The use of chairs with stationary arms for writing, or recitation benches with stationary writing arms at intervals, is increasing for recitation rooms. For the study hall

single desks should be arranged for, in three different sizes, on account of the wide physical range of the students. Blackboards can profitably run much higher than in the grammar grades.

Tables for the sewing or for the science work, the chemistry desk and perhaps manual training benches can be built more cheaply at home in isolated localities than they can be shipped in from factory or retailer. Fifty per cent. has been saved in this way by some districts where labor and lumber are plentiful. Home-made benches for manual training sometimes do not give satisfaction, because they are not constructed in a thoroughly substantial manner.

Apparatus of much value for physics especially can be contrived by student, teacher or janitor. Some schools hire a competent carpenter to care for the building, and he proves a great asset. It is not suggested that the students shall in any large degree manufacture apparatus for their experiments. Teachers in charge must decide how far to carry this plan. Students may waste a great deal of time in making apparatus that yields very poor results.

For the biological sciences, one compound microscope is probably enough. A few slides prepared by students, if not highly satisfactory, are reported by those who have tried this method as meaning much to the students. There should be enough dissecting sets and hand microscopes to go around. For agriculture, a Babcock tester should occupy the central place. For chemistry, sets of chemicals are furnished by the various supply houses. The work in physiography or geology will be helped by the collection of four hundred minerals sent free by the State Geological Survey to high schools which will furnish a suitable case for it. Bulletin No. 6 of the Survey, and the topographic and geologic maps of the state, all forwarded at low cost, are other important aids.

Physics shows the worst blunders in the expenditure of money for apparatus. Not a few schools have started by investing their whole appropriation for this purpose in a frictional machine and an air pump. These mechanisms are very interesting for some class demonstrations, but they easily get out of order. At best they can aid in the exemplification of a very few principles; yet for their joint cost apparatus could have been bought that would take a student through a very fair course in experimental physics. The instructor must fight constantly the temptation to use his appropriations for this department on high-priced apparatus that will yield spectacular results in class demonstration. The real

demand, as the class enlarges, is for duplicates of the simple pieces used in laboratory experiments. The custom of assigning at once as many experiments as there are pairs of students in the class, and compelling each pair to work the experiments through in a different order because there is only one piece of each kind of apparatus, is highly wasteful of a teacher's time and energy. It requires him to do several times what he should do only once.

All standard school furniture and scientific equipment are manufactured by many firms. Some careful comparison of their products and prices has its advantages, financially and otherwise.

#### IV. THE COURSE OF STUDY

The length and breadth of the course of study will depend on the distance from other schools and the ability of the district to assume additional financial burdens for education. A high school worthy the name is a costly article. The smaller the school, the greater the cost per student. Its teachers are the highest paid in the school; they teach the fewest, and normally the smallest, classes. Unless the elementary schools of a district are above the average of their neighbors, the expediency of a high school is doubtful. It is wrong to impoverish or rob the great body of the children for the benefit of a few.

The distance from other high schools, as complicated by topography and transportation facilities, is very important. Local pride, the determination to have everything brought to our very doorstep, is responsible for some poor and uneconomical high schools in Colorado. Cost of transportation to another school is to be compared with that of instruction at the home school. If neighboring schools are too far for children to be transported daily, a short-course high school may be established, at the completion of which students are urged to attend the school in an adjacent district. Only the more mature will then have to forego home influence. Generally speaking, there is no warrant for a two-year school within five miles of a similar or larger school, or for a small four-year school within ten miles of a similar or larger school. Theoretically, if zones be laid off, parcels-post fashion, from standard high schools, one would, in traveling outward across the zones, first reach one-year and two-year schools, later on four-year ones.

A typical difficulty in short-course schools is the tendency to expand year by year and to disregard fixed courses of study. Many have never had a course of study. Students are carried on from year to year as long as they desire to come, and taught

whatever they elect. Schools with only one or two teachers in the district cannot afford to do this. Classes for less than three students are rarely justified, and no high school classes whatever should be taught in one-teacher districts where there are over four different grades to handle. Of course, if the enthusiasm of teachers leads them to do these things outside of the regular school day, nothing should be said about it by county superintendents or others in authority. The teacher is the only one who then can object, and must be left to protect herself. A course of study should be adopted and adhered to fairly rigidly. There should be a suitable correlation of the course in a little school with that of its larger neighbors, to the end that transfers of students from school to school may be made without loss. Like texts in adjacent schools can also be argued for, but not so strongly. Uniformity and vitality have been introduced into seven one-year schools and two two-year ones in one county by a county superintendent who has secured the adoption of a course which fits in with that of the large high school at the county seat. Monthly outlines of the ground to be covered have been sent out with the assistance of the teachers in the larger school, and the questions in their monthly examinations have also been placed before the students in the little schools. Possibly this procedure involves a trifle too much of centralization and too little of adaptation, but it is far better than the framing of courses each fall by accident.

Small high schools appear disposed to offer too many rather than too few subjects. To illustrate, one Colorado high school of two teachers and about forty students offers seven sciences; another with nearly forty teachers and over a thousand students offers three. With a few certain sciences chosen, teachers can be selected with reference to their preparation for those subjects. Investment in equipment can be effectively centered, instead of being spread over perhaps twice the ground it can cover. Diversity of curriculum is defended by some teachers in small schools, because it allows the majority of the class to elect what they please. It is pertinent to inquire, in such a case, what shall be said of the minority of the class who must be governed by the choice or whim of the majority, and whether a class is better served by a subject chosen by themselves, and for which the teacher and laboratory are not equipped, than by one selected for them and handled by a well-prepared teacher with good material equipment.

In the curricula suggested below, parentheses are employed to indicate options to be exercised, not by students, but by those who

frame the course of study. All subjects continue a year, unless connected by the word "and," which means that they continue a half year each. Students will be expected to take only four full subjects. Those which are required are preceded by asterisks.

The following one-year course could be given by a teacher who has approximately half-time for high-school work:

\*English.

\*Algebra.

\*Ancient History.

One elective:

A foreign language (Latin, French, Spanish in some sections).

A science (General Science, Physiography, Agriculture, Physiography and Agriculture).

This outline would call for five high-school recitations per day.

If one teacher can spend approximately full time on high-school branches, a second year could be given also, as follows:

\*English.

\*Geometry.

Two electives:

A foreign language (continuation of one begun in preceding year).

A science (Biology, Botany and Zoology).

Mediaeval and Modern History.

This outline would call for ten high-school recitations per day.

Communities which push their high schools past the two-year stage almost always contemplate advancing at once to the four-year basis. It therefore seems unnecessary to outline a program for a three-year school. Such an institution is not economical, since by careful alternation a given teaching force can manage a four-year school almost as easily.

With two teachers on full time in high school, and perhaps a third on part time, so that the principal might be relieved a portion of the day for supervisory work, third and fourth years could be added, as follows:

### Third Year

\*English.

Three electives:

Mathematics (Algebra and Solid Geometry).

History (English History and Commercial Geography).

A foreign language (preferably one not offered in first two years).

Physics.

#### Fourth Year

\*English.

\*United States History and Civics.

Two electives:

Commercial subject (Bookkeeping and Commercial Arithmetic).

A foreign language (continuation of one taken in preceding year).

Chemistry.

Not all of the twenty units of work offered would be taught at one time. Alternations could be made of third- and fourth-year English, third-year mathematics and fourth-year commercial, third- and fourth-year history, third- and fourth-year foreign language, and third- and fourth-year science. If two years were being offered of each of two different languages, instead of four years of one language, first- and second-year language might be alternated. The same might be done with the science.

Two teachers would not then be overworked, and should they have half the time of another, household arts and manual training might be added. These subjects have not been mentioned in the courses laid out, since they are to be organized rather differently. They should be opened to pupils as soon as they enter the high schools, and continued as long as teaching force and equipment can keep them advancing. Since they are most often pursued as only a two-fifths study, they may be taken in addition to the four regular studies. It is not too much to require two years of the one of all girls, and two years of the other of all boys.

The general requirement for graduation should be not less than fifteen units, and very properly may be sixteen. Above the eight marked with an asterisk, all students should be asked to present two units of one foreign language and two units of science. This, with the four-fifths of vocational training, makes twelve and four-fifths. The remainder can safely be left purely elective; but students should be advised regularly at the beginning of each half-year regarding college-entrance requirements, that they may not suffer later on.

Pressure will be felt in many rural communities to put in a great deal of commercial work. It has already been yielded to in numerous schools. Nothing can do more to educate boys away

from the farm and girls away from the home. Purpose of the introduction of the one unit of commercial work was to give some practical experience in keeping accounts—farm accounts, if you please—and to review and strengthen arithmetic for those desiring to enter teaching, no less than to sharpen it anew for those who will use it in every-day life, on the farm or elsewhere. In last analysis, household arts should always come first in the introduction of vocational training into a school, because it will touch the after-life of more than any other type of vocational education.

Where two languages are given, Latin should be one of them. In case the teacher expects to teach a modern language principally by the natural method, or to emphasize conversation, that language may best come first. Otherwise the Latin is probably best placed first.

In mathematics, after several years of unrest, in which almost every imaginable scheme was tried, the course that has been suggested above seems to be easily in the greatest favor. Solid geometry is placed after advanced algebra because it can be handled better if the student is familiar with advanced algebra. Advanced algebra comes after plane geometry because of the demonstrated psychological principle that the longer one is learning a thing, the better he retains it. The course in mathematics suggested herein extends the algebra over two years and a half of the pupil's life, and the geometry over two years. To complete algebra before taking up geometry would extend algebra over only a year and a half, and geometry over the same length of time; barring, of course, the applications of algebra that are frequent in geometry.

The present writer is aware that he is deciding large questions very rapidly in these paragraphs, but space forbids that this manual be lengthened into a treatise on high-school pedagogy and administration. Many large points cannot be mentioned, but must be taken for granted.

No provision has been made in this section for a four-year high school operated by one teacher. Such a condition is not a dream; it is a reality in several places in Colorado. It is unfair to teacher and to student. The courses that have been outlined on the preceding pages have in every case provided for a fair amount of election, on the theory that no body of high-school students is homogeneous in interests. But when one teacher must attempt so much, the first consideration is a crippling of the school

by the removal of all election. This is not done sometimes, but when it is not, the resulting condition is worse still.

It is advised that under such necessity the course consist of three units of English, three of mathematics, and one of commercial (with an alternation of advanced mathematics, and bookkeeping and arithmetic), four of history (with alternation of third- and fourth-year work), two of science, followed by two of one foreign language (with alternation in each). This allows fifteen units on a basis of eleven classes per day, which could be reduced to ten in alternate years by the omission of third-year English.

## V. THE DAILY SCHEDULE

The recommendations in the preceding sections have been based upon a recitation period of from thirty to forty minutes. In small high schools, with recitation sections of fifteen or less, this is sufficient. Slightly longer periods are in vogue in larger schools, but they are for larger classes. High-school recitations of twenty minutes degenerate into double-quick exercises in repeating what has been memorized. The pupil gets a splendid drill on a few fundamental facts, but has no time for reflection or reorganization. The teacher does not teach; he hears lessons.

Better results can usually be secured by having daily meetings of all classes. The college plan of courses that meet twice or three times a week allows too much leakage between successive recitations. An exception can be made for household arts and manual training. For these little or no outside preparation is required, so that nearly all is in the nature of laboratory work. Students cannot get out material, tools, and utensils for starting, and then "clear decks" at the close of the hour, so as to make satisfactory progress in a single period. Double periods\* twice a week are more profitable. Physics and chemistry, too, should be placed on a sound basis by giving double periods twice a week in the laboratory, and single periods the other days in recitation. Students may then be expected to prepare note books immediately after each experiment is performed, and to a great extent under the eye of the instructor.

Much has been said and written on the arrangement of the different subjects in the daily schedule. Less is known about it now than was thought to be known ten years ago. A good program for some schools might be a very poor one for others. Reci-

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\*The expression, "double periods," as used herein, always means two successive periods.

tations should be distributed fairly over the whole day for all pupils, since there is a tendency to waste time and to become fatigued during long study periods. The afternoon session should be the lighter, if not the shorter. Double periods in laboratory or vocational studies can well come the last of the day, holding, if necessary, somewhat after dismissal of students not concerned. Practical considerations—such as the habit of tardiness in a student body, or frequent requests from parents that children be excused after their last class—may dictate the arrangement of a program that shall give nearly all pupils, or pupils from certain families, a recitation at the first and last hours of the day. A morning session from about 9 to 12 o'clock, and an afternoon one from 1 to 3:30 P. M., will fit in most places.

Since pupils elect subjects in various combinations, no daily program can make study and recitation periods alternate regularly for all students, nor is it desirable that such condition be brought about. But the least mature students can stand least inconvenience in this respect. Hence, the schedule for the ninth grade might be worked out first in well-balanced form. Some investigation will show that many high-school boys and girls have no regular study program of their own. Supervision along this line may be made very beneficial.

## VI. THE TEACHER

The requirement of the equivalent of the A. B. degree—i. e., approximately four years of college work above graduation from a four-year high school—is receiving increasing recognition as the minimum academic qualification of a high-school teacher. It is no longer looked upon as an arbitrary requirement of colleges and universities, but as the standard upon which progressive high-school people are agreeing. Teachers who received their education several years ago, when departments of pedagogy were not the most popular places around a college, and who have had successful experience, may not have taken professional work; but the novice of the present has small right to consideration unless he has pursued professional study for as much as a year.

The salaries in small high schools, however, are not often such as to retain a teacher with these qualifications; if he has much teaching power, he is soon promoted to larger responsibility. One cause for this constant change is the absence of salary increases in little schools. Boards would hold their teachers longer, and receive more earnest service, if, instead of paying invariably

a set sum, as \$75 per month, they should pay \$70 for the first year, \$75 for the second, and \$80 for the third. Little, if any, more money would be spent on salaries, but teachers would have something to which to look forward. There would not be such a host of registrants with teachers' agencies, calling for a "change of location."

Teachers are often hired for high-school work without any inquiry as to their fitness for the special post given them. With definite courses of study in all high schools, it should become a rule to learn whether an applicant has made specific preparation for the subjects to be assigned him. Division of subjects between teachers should follow departments of knowledge—as English, mathematics, or history; and not grades of the course—as ninth, tenth, or twelfth.

Boards are not forced to hire teachers by "taking a leap in the dark," as one director recently characterized his action. There is wonderful virtue in boards hunting teachers instead of teachers hunting boards. Boards knowing that they have vacancies could delegate their principal or superintendent, or the county superintendent, or a member of their own body, to visit likely candidates at their work and investigate thoroughly their standing in their communities. This would minimize that unprofessional flocking toward jobs by aspirants armed with a handful of unqualified endorsements, headed "To Whom It May Concern," which, with good looks and modish clothes, play a dominant role in winning the necessary votes. It would avoid some unpleasant awakenings during the first month of the term. It would sacrifice no great amount of time or money—probably not nearly so much as it would save in the long run. Boards that are unable to see candidates in action should remember that detailed and reliable information regarding them can be gained through the office of the State Superintendent or the higher educational institutions of the state.

## VII. THE LIBRARY

Most printed suggestions for libraries, while valuable for large schools, are so far beyond the reach of small ones as to be almost worthless. A recent bibliography, entitled "A List of Books Suited to a High-School Library," reads in its Introduction:

"One star indicates that the work is of unusual value; two or more emphasize this worth. The starred titles alone are not considered sufficient for a well-stocked library, though they suggest books suitable for early orders."

Computation shows that over \$575 worth of books are double-starred, and about \$875 worth are single-starred. "For early orders," this standard is more than ambitious for small high schools—it is ridiculous. Moreover, it seems to have been prepared by a group of specialists without the subsequent unifying touch of any person. Yet this is only the conventional mistake. The most that the present manual can suggest is a reasonable balance between different sides of the library.

A good encyclopedia, which, with a standard dictionary, will cost \$100, is the foundation of a high-school library. Competently handled by instructors, it goes far to supply gaps in the various departments. A cheaper, less exhaustive work may be purchased at first and then turned over to the grammar room when finances permit the purchase of a more elaborate work. Encyclopedias soon are classed as out-of-date nowadays; so only very recent editions should be purchased. Another \$100 on general literature will purchase about two hundred volumes. An equal amount must go to science, because books in that field are more expensive. History, civics, and economics can rightly claim \$200.

It is not expected that any school will regard this total of \$500 as either a maximum or minimum amount for a library. It represents a reasonable minimum for four-year high schools to be built up to gradually through annual appropriations distributed among the different lines approximately in the proportions suggested. Until a library is satisfactory, it is entitled to annual additions. Part of the money can suitably go to subscriptions for good periodicals—some general, some of special interest to boys, others that attract girls. The nearer the approach to a community reading-room, open to the public at stated hours, in the absence of a public library, the stronger its support and the greater the sympathy and contact between school and community.

Advice on the expenditure of a limited amount will be gladly furnished by the office of the State Superintendent, which will answer detailed inquiries regarding the division of a given appropriation, or particular books which might be added as most useful for certain purposes. Many price lists can be reduced by jobbers.

Boards ought never to purchase library additions on their own initiative.

## HIGH SCHOOL COURSE OF STUDY

ALGEBRA.—Simple quadratics, pure and affected, should be included in the work of the first year, because nearly all applications of algebra to geometry call for a knowledge of quadratics.

HISTORY.—Greater use of historical fiction, which is recognized as very important in historical study in some parts of the country.

Avoidance of works of maturest scholarship, unless high-school boys and girls read them. Ten pages of John Fiske will usually be read to one of Schouler's "United States."

Historical notebooks not to be made a fetish. Outline maps, to be filled according to the direction of the teacher during the study of a special epoch, are better than arbitrary lists of places to be noted.

PHYSICS AND CHEMISTRY.—The use of the inductive method in this and all laboratory science must be limited. University students cannot always induce a principle in the laboratory, so their instructors tell us. Certainly high-school students must not be expected to go very far. Usually the laboratory work should follow and clinch the principles laid down in the text or obtained by induction during class demonstration. Students may be slowly trained to frame principles inductively, however, and it is doubtless the business of the course to teach them to do this.

AGRICULTURE.—In some schools a general course in agriculture may be best. In others, emphasis should be laid upon those special phases of agriculture that apply to community interests, stock-raising, horticulture, beet production, etc.

## AN OUTLINE OF STUDY IN LITERATURE AND ENGLISH FOR HIGH SCHOOLS

### THE AIM

This outline of study very frankly discards the idea of a chronological study of the great pieces of English and American literature which is implied in the present arrangement of College Entrance Requirements in English. In the selection of pieces for class study, the following specifications have been kept in mind: (1) The selections must be within the range of comprehension and enjoyment of the adolescent mind. (2) They must be capable of holding the thought, quickening the emotional life, and exalting the ideals of young people. (3) They must be of real value. (4) They must include all the types of literature which are likely to be read by adults, if these types can be taught to boys and girls in their "teens."

While the selections are made without reference to the present College Entrance Requirements in English, it will be observed that most of the pieces in that list which are prescribed for careful study are included here, and that the literary study is further enriched by the addition of many other pieces better suited to the adolescent student than the suggested "classics." The interpretation of the College Entrance Requirements is now so liberal that no school doing conscientious work, covering a period of four years, need have any fear of falling short because of a failure to meet the prescriptions in exact detail.

The aim in the composition work is to teach the students to speak and write idiomatic English simply, clearly, and with force, variety, and dignity—to mean what they say, and say what they mean. This implies that the students must become familiar with the simple mechanics of writing and the technique of ordinary speech.

### THE ORDER OF ARRANGEMENT

Instead of taking the pieces of literature in a chronological order, as has been the custom, they are here grouped together on the basis of *type*. It is assumed that, if literature is to be studied for *meaning*, a knowledge of the technique employed by the author to produce his effects will be an aid to the student in understanding the thought. Each literary type is used as a unit of study, and some examination of the technique of each form of literary expression is recommended.

## THE TIME REQUIRED

The arrangement of courses which follows is planned to cover four full years of work; but by eliminating certain of the courses it may be compressed so as to come within three years. This has been done to make the course meet the needs of two classes of high schools—four-year schools in which only three years of English is required, and three-year schools. The outline is arranged by semesters, but a scheme is shown by means of which it can be adapted to schools which divide their year into three terms of approximately twelve weeks each. It is assumed that each of the courses is to have five recitation periods a week. Where both composition and literature are taught under the same course number, the teacher may divide the time to suit his own notion as to how it may be done to secure the best results. A suggestion regarding this matter will be given in the comment on one of the courses in a section following this general introduction.

## THE METHOD

The teaching of English implied in carrying out this course of study involves a change of attitude toward the method of class instruction. The monotonous drone of questions and answers called forth by the detailed notes on textual matters in the current editions of school classics must be discarded, to make way for a more vital response from the students. Instead of questions and answers, the teacher must learn to substitute *expression* as a test of appreciation. Literature is an art, like music, dead if studied *about*, but emotionally alive if effectually *voiced*—and “effectually voiced” means rendered so as to make another feel the author’s emotion and understand his meaning. If expression is made the core of the recitation, then lively conversation—the informal interchange of thought between teacher and pupil—will naturally follow the oral reading of the portions of the assignment from the literary unit selected for class use, and the teaching and study of English will become a delight instead of a “job,” as it very often seems to be under prevailing conditions.

When this kind of teaching comes to be a common thing in high schools, there will be no reason to maintain distinct departments for English, reading and dramatics, and public speaking. The English course would cover all three. In the larger schools special teachers might give time in preparing students for public performances in dramatics and declamation, but the ordinary class work in reading would be done in the English classes.

## TEXT-BOOKS

There are many excellent text-books covering the ground of this course. The longer pieces may be had in school classics, ranging in price from fifteen to sixty cents. These are published by a number of the well-known school publishing houses. In a few cases where a course is unusual and the book required is new, or at least not well known, a suggestion is made concerning books that would be suitable, two or more being named if there are as many as that in print.

## THE OUTLINE

*Arranged by Semesters for a Four-Year High School Requiring English Throughout the Whole Time*

## FIRST YEAR

**First Semester:** Course 1. Narratives in Prose and Verse. Composition.

**Second Semester:** Course 2. Plays. Composition.

**Elective:** Course 3. Word Study.

## SECOND YEAR

**First Semester:** Course 4. Grammar and Composition.

**Second Semester:** Course 5. A History of English and American Literature.

**Elective:** Course 6. Oral Composition.

## THIRD YEAR

**First Semester:** Course 7. Lyric and Narrative Poetry.

**Second Semester:** Course 8. The Short Story.

**Elective:** Course 9. The Essay and Narrative Prose.

## FOURTH YEAR

**First Semester:** Course 10. The Novel.

**Second Semester:** Course 11. The Drama.

**Elective:** Course 12. The Epic.

Note 1.—The elective courses for the first two years are to be taken by students who are in need of special drill in word study and oral composition. In the last two years the essay and the epic are to be studied by students who have more than the usual interest and ability in literary studies.

Note 2.—Schools having the year divided into three terms can easily accommodate this arrangement to their needs by taking in the elective courses for the third term of each year.

## THE OUTLINE

*Arranged by Semesters for a Three-Year High School*

### FIRST YEAR

**First Semester:** Course 1. Narratives in Prose and Verse. Composition.

**Second Semester:** Course 2. Plays. Composition. Or course 3. Word Study (for those who are deficient in vocabulary or in a knowledge of sentence structure).

### SECOND YEAR

**First Semester:** Course 4. Grammar and Composition. Word Study.

**Second Semester:** Course 5. A History of English and American Literature.

### THIRD YEAR

**First Semester:** Course 7 (nine weeks). Lyric and Narrative Poetry. And Course 8 (nine weeks). The Short Story.

**Second Semester:** Course 10 (nine weeks). The Novel. And Course 11 (nine weeks). The Drama.

## ANOTHER ARRANGEMENT

For the three-year high school the material falls into a better arrangement if the year is divided into three *terms* instead of two *semesters*. The plan would be as follows:

### FIRST YEAR

**First Term:** Course 1. Narratives in Prose and Verse. Composition.

**Second Term:** Course 2. Plays. Composition.

**Third Term:** Course 4. Grammar. Composition (oral and written). Word Study.

### SECOND YEAR

**First Term:** Course 5. A History of English and American Literature.

**Second Term:** Course 7. Lyric and Narrative Poetry.

**Third Term:** Course 8. The Short Story.

## THIRD YEAR

**First Term:** Course 10. The Novel.

**Second Term:** Course 11. The Drama.

**Third Term:** Course 9. The Essay. Or Course 12. The Epic.

## A DESCRIPTION OF THE COURSES

**Course 1. NARRATIVE LITERATURE.**—If a later study of the essay and prose narrative is not to be taken up, this course might very profitably begin with one of the following books as a foundation for the study of the more extensive narratives which is to follow:

Ashmun, "Prose Literature for Secondary Schools" (Houghton, Mifflin & Co.).

Wells, "A Book of Prose Narratives" (Ginn & Co.).

The pieces which form the body of the work of this course are interesting narratives in prose and verse, such as "Guy Mannerling," "Ivanhoe," "Kenilworth," "The Sketch Book," "Treasure Island," "Kidnapped," "David Balfour," "The Coming of Arthur," "Gareth and Lynette," "The Passing of Arthur," "Enoch Arden," and "Sohrab and Rustum." The amount of reading offered would suggest that no very deep study of details is to be undertaken. The teacher should be thankful if the pupils understand the words, and can read the pieces with intelligence and pleasure. This does not give the teacher much opportunity to display the technical knowledge of allusions, textual minutiae, and such like; and he may feel a want of "something to do" in the class period. The pupils will be better off for the "nothing to do" if the teacher is alive and willing to have a happy time with his class as they, teacher and class, read to each other and informally elucidate and comment upon what they read. The kind of teaching required in all these courses demands a well-informed teacher who can read very well orally.

Two themes a week are required, and one of the recitation periods of each week is set aside for assignments and directions relating to the composition work. The teacher should have a consultation period in which he may see his students and give them individual help and criticism upon their themes. This can usually be arranged without taking a class period, but it is so important that a recitation period should be given for it, if it cannot be arranged in any other way. Each student doing com-

position work should come to the teacher for individual help once in two weeks. He would then have four themes marked and ready for correction.

**Course 2. PLAYS.**—The work of this course is the same as that of *Course 1* in every particular except the kind of pieces studied. *Plays* that are easy to read, lively in dialogue, interesting in situation, and that embody themes well within the comprehension of boys and girls of fourteen, are used. Such plays as "The Merchant of Venice," "Julius Caesar," "Henry the Fourth," "The Rivals," "The Good Natured Man," and "She Stoops to Conquer" are available in inexpensive school editions. Two or three recent plays, such as Stephen Phillips' "Ulysses," Galsworthy's "The Silver Box," Peabody's "The Piper," Maeterlinck's "The Blue Bird," and Kennedy's "The Servant in the House," should be brought to the class and read by the teacher to show the play of today in comparison with the plays of the seventeenth and eighteenth centuries. Until recently it was impossible to get modern plays for class use in inexpensive form, but now many of the best of these plays may be had for fifty cents or less. A list of these may be obtained from the Drama League, Chicago. Where schools furnish the text-books, it is entirely possible to have two or three of these plays of today in sets for class use. This is, of course, much better than the plan of having the teacher read the play from a single copy, without the pupils having any opportunity of making a study of the piece for themselves.

The composition here is the same as for *Course 1*. Topics may be drawn from the reading, if that is the most interesting material for the pupils to write about. Sometimes it is not. Any other material that will call forth a more spontaneous expression of thought should be freely used.

Many teachers will want a text-book in composition. There are a number of good books to choose from, which would carry this work through the first two years of the high school. Some teachers prefer to do the composition work without a book in the hands of a teacher. It can be done in that way by a live teacher with entire success.

**Course 3. WORD STUDY.**—In every school there are pupils deficient in the knowledge of the necessary technical elements of speech and writing. An elective course to be substituted for the usual courses, or given in addition, is recommended for each of the first two years, to help those who need instruction in

the mechanics of expression. A study of words—roots, prefixes, suffixes, spelling, etymology, exact meanings, connotations, the parts of speech and their inflections, sentence structure, etc.—is the elective formal work offered for the ninth grade. There is no regular theme work required with this course.

**Course 4. GRAMMAR AND COMPOSITION.**—Somewhere in the high school a semester's work is needed in which there shall be a careful drawing-together of the grammar facts possessed by most boys and girls of fifteen. Some teachers prefer to have this grammar review in the ninth grade, at the time the students are just beginning the study of a foreign language. It is expected that all students will come to the high school with a knowledge of formal grammar sufficient for the beginning of foreign-language studies. In that case the systematic organization of the English grammar had better be put into a year in which greater maturity can be expected of the pupils. The second year is recommended. The course should be much more than a review of the grammar of the eighth grade. It should treat the English sentence in such a way as to give the student the power accurately to judge his own speech and writing for correctness.

Composition is taught again as in the first year. Use both oral and written composition. If you succeed in keeping lively subjects before your students, and employ interesting points of view and "snappy" treatment, the long apprenticeship will not be a dull one.

**Course 5. A HISTORY OF ENGLISH AND AMERICAN LITERATURE.**—Students of the theory of education frequently object to a history of literature unless it is used as a background for a chronological reading course. No such reading course is offered here, and one is needed. It is desirable, however, that the students should become familiar with the periods and movements of our literature, and of the civil history, the art, the architecture, and the social customs of time and country that have influenced the makers of literature and in a measure determined its forms. This study should be a rapid, superficial sketch covering in one semester both English and American literature. A text-book can be had which in one inexpensive volume covers the literature of both countries. Many illustrative examples should be read as the course proceeds.

Themes again, of course.

**Course 6. ORAL COMPOSITION.**—This is a practice course in oral expression used in the second year for those whose speech is ungrammatical or poorly organized. Work is assigned for preparation outside the class. The recitation consists of the oral telling of stories, the composition of paragraphs in the forms of narration, exposition, description, and argument, etc. All of this work is subject to the criticism of the teacher and fellow-students.

**Course 7. LYRIC AND NARRATIVE POETRY.**—In the beginning of this course the teacher, without the aid of a student's text-book, should give some instruction in the technique of poetry. Then the students should read and study for their meaning a large number of poems, chiefly lyrical. There is no text-book now in print including the technical instruction in poetics and also the pieces to be studied, but classes can do very well with such a book as Seward's "Narrative and Lyric Poems," or Gayley and Flaherty's "Poetry of the People," supplemented by Long's "American Poems" and Hutchinson's "British Poems."

**Course 8. THE SHORT STORY.**—The study of the short story follows the same plan as that of the lyric and narrative poetry—first a concrete study of technique, and then the application of the knowledge thus acquired to a number of stories, both classic and recent. The teacher is a little more fortunate in the matter of a text-book for this course than in the poetry course. There are half a dozen collections of stories, chiefly the older classic stories, and two or three books on the art of the short story. One of the books contains all the material for the course—the study of form, the older stories, and a liberal number of the masterpieces of today. This book is: Cross, "The Short Story" (A. C. McClurg & Co.).

**Course 9. THE ESSAY.**—The work on the essay is similar to that on the story. Thus far no single book for the use of high-school students can be had which will meet the requirements of the course, but one or more are in preparation. The essays to be studied are mostly of the "familiar" type, both classic and modern; but there should be included two or three of the serious essays dealing with large problems of life. The authors to be studied are such as: Addison, Steele, DeQuincey, Lamb, Hazlitt, Hunt, Arnold, Ruskin, Stevenson, Holmes, Crothers, Bennett, Repplier, Deland, Dallas Lore Sharp, and other modern writers.

**Course 10. THE NOVEL.**—The novel is studied for theme and technique. One novel, "Silas Marner," is studied very carefully for both; and then as many others as possible, including one or two recent novels, are read during the remainder of the semester.

**Course 11. THE DRAMA.**—The technique and themes of a number of serious dramas are much more carefully studied in the fourth year than when plays were read in the first year for enjoyment and a comprehension of the meaning alone. "Macbeth" is the play selected as a foundation for the course. One other play by a seventeenth-century writer other than Shakespeare is recommended. The work of the semester might be completed by adding a translation of a play by Moliere and one by Victor Hugo, concluding with a careful study of a representative play of the twentieth century. Suggestions for the study of modern plays and a list of available plays may be found in a little pamphlet on "The Drama in the High School," issued by the Drama League of America (736 Marquette Building, Chicago).

**Course 12. THE EPIC.**—Somewhere the high-school student should have an opportunity to become acquainted with the great epics—"The Iliad," "The Odyssey," "The Aeneid," "The Nibelungenlied," "Beowulf," "The King Arthur Cycle," "The Song of Roland," etc. So far as the pupil's interest is concerned, these might be read earlier than the fourth year, but mechanical complexities will probably consign them to students a little more mature than those of the first or second years. Good prose translations are more successfully taught in the high schools than the poetic translations. For the "Iliad" either the rhythmic prose translation of Lang, Leaf, and Myer, or the blank verse of Bryant, is preferable to Pope's "Iliad." Palmer's "Odyssey" is ideal for class use.

**COMPOSITION.**—Nothing has been said about the composition work to accompany these advanced courses for the third and fourth years. The practice of writing and effective speaking is never allowed to lapse, but for the upper years the compositions are less frequent, but longer and more carefully prepared, than before.

## ETHICS AND HUMANE EDUCATION

### A HIGH-SCHOOL COURSE

Ethics is the science of conduct. It means about the same as morality. It means a knowledge of the way we should act in order to be happy and useful citizens.

Science is knowledge systematized, and the application of science is art. To apply the principles of ethics is as much an art as is the application of the principles of mathematics, language, penmanship, or music.

Humane education is ethical education. The right and just treatment of the lesser animals, for example, which is a part of humane education, has the very essence of ethical training in concrete form—it cannot be neglected without bad results.

Every act of ours leaves an increased power and tendency to act again in the same manner. This is true in muscular development, in brain growth, and in heart culture, or the power to feel for the suffering of others.

Ethics, then, includes a knowledge of right and wrong ways of acting in all our relations in life—in the home, in the school, in business, and in society in general.

The education of the Greeks was chiefly physical culture. After the Greek came the Roman system, which was a military education; and still later came the education of the Middle Ages, which was almost exclusively religious. At the present time we are dwelling especially upon manual training, which will soon be merged into vocational training. The real purpose of an education should be to take children and in every possible way make happy, useful, thoughtful, healthful citizens. They should not only be able to do useful things and make a living, but be strong, healthful citizens, physically, mentally, and morally. We should strive to turn out, not a few trained athletes, but a race of normal, strong, healthful, lively, and beautiful beings. And, above all else, they should be trained and educated in character.

Moral training should do for the mind what physical culture should do for the body. It should produce a race of honest, kind, justice-loving men and women who feel for the suffering of others, and who sympathize with all life, realizing that we are but a part of a stupendous whole.

If instruction be a valuable element in moral training, it would seem to follow that it should not be crowded into a corner and given the "odds and ends" of school time. It should have an assigned place in the weekly program, and thus receive its due share of attention. (From "School Management," by White.)

The lessons given in the graded school should be extended into the high school. The psychological chain has been given as follows: knowledge, sympathy, perception of justice, action. When the child fully understands, his sympathy is aroused; then follows in his mind a demand for justice, and this is followed by some action to secure the relief necessary.

The following outline is suggestive only—the teacher must use his own methods. Each lesson should be prepared before the time of recitation, and be illustrated by concrete cases when possible.

For teachers' use: "School Management," by White; "Ethics and Education," by J. Howard Moore.

For text-books use: "High School Ethics," by J. Howard Moore; "Dumb Animals and How to Treat Them," by Whitehead.

### FIRST YEAR

Study these character traits and the methods of developing them in those who are deficient: kindness, courtesy, honesty, truthfulness, industry, self-control, obedience, accuracy, helpfulness, unselfishness, sympathy, usefulness, perseverance, self-reliance, courage, ambition, friendship, punctuality, temperance, optimism, justice, benevolence.

Kindness to animals not only brings out the best in the animal, but strengthens the character of those who exercise this trait.

The danger of developing the opposite of these traits should be shown, and contrasts made.

The value of these traits in the home, in the school, in business, in society, and in all the relations of life should be emphasized.

Biographical sketches of men and women whose success in life illustrates one or more of these character traits, and historical events in the evolution of society, should be used.

## SECOND YEAR

## CIVIL GOVERNMENT—

The laws for animal protection.

History of the humane movement.

Why animals should be protected by law.

Loss by neglect and abuse of animals.

Value of bird protection.

Diseases of animals, their causes and effects.

Diseases communicated between animals and from them to the human animal.

Flies, mosquitoes, fleas, ticks, and other insect vermin—how to prevent them among animals and so protect man.

The State Bureau of Child and Animal Protection—its duties, powers, and work.

Sanitation in barns, dairies, and poultry houses—its necessity.

Animal characteristics worthy of our imitation.

Game laws. Why have such laws?

Open and closed seasons.

Hunting a savage custom.

The cruelty of hunting and trapping.

The ethical value of justice and kindness to all living creatures.

Hunting with the camera versus the gun.

Treating the animal as you would want him to treat you if you were in his place and he in yours.

## THIRD YEAR

State institutions for the care, education, and protection of children.

Give location of each in this state, and tell how children are sent to each, how treated, and how managed. (See Statutes.)

State Home for Dependent Children.

State Industrial School for Boys.

State Industrial School for Girls.

State School for Mental Defectives.

State School for Blind and Deaf.

State Reformatory.

State Workshop for the Blind.

What should be done with each of the following classes of children: the abused and neglected child, the dependent child, the delinquent child, the defective child? (See Statutes.)

The physical examination of school children; why?  
School and home sanitation: heat, light, air, cleanliness.

#### FOURTH YEAR

Review the preceding three years' work.

Humane institutions for the care of the sick, insane, aged, and infirm.

Orphanages and asylums, sanitariums.

Heredity and environment: in plants; in animals; in the human race.

The value of good ancestry and stock in each.

The danger of bad ancestry and poor stock.

Heredity of feeble-mindedness and diseases.

We breed from the best plants and animals and get the best results.

What can we do to improve the human race in such ways?

The peace movement: international arbitration versus war; disarmament; economic loss by wars; eugenic loss by wars; militarism versus civil government.

An international court of arbitration.

The State Bureau of Child and Animal Protection employs a state superintendent of moral and humane education, with his office in the Capitol. It is his duty and pleasure to assist teachers, and to give lectures in the schools and to teachers' organizations on ethical and humane ideals. His services are at the command of teachers and school officers. Any teacher who desires further information or assistance in using this suggested outline should apply to the State Bureau of Child and Animal Protection, State Capitol, Denver, Colorado.

## DAILY PROGRAM—MONTROSE COUNTY HIGH SCHOOL

Time	Wiedmann	Brown	Chaney	Berg	Kansgen	White	Eades	Lanning	Walker	Frazier	Young	Middleton
9:00	Office		Study H.	Ger. 3	Algebra 9	Chem.	Shorthand	Physics	Eng. 11	Eng. 9	Latin 3	Manual
9:45	Office	S. Geom.	Gen. Hist.	Study H.		Chem.	Shorthand	Physics	Eng. 12	Eng. 10	Latin 2	Training
10:30	Office	Pl. Geom.	Com. Geog.	Ger. 2	Pl. Geom.	Chem.	Bookkpg.	Physics	Eng. 11	St'dy H.	Latin 9	Grades
11:15	Office	Method	Com. Geog.	Ger. 1	Algebra	Chem.	Bookkpg.	Physics	Study H.	Eng. 9		
Noon												
1:15	Office		Botany	Ger. 1	Pl. Geom.	Botany	Civics	Am. Hist	Eng. 12	Eng. 9	Study H.	Manual
2:00	Office	H'sehold	Gen. Hist.		Study H.	Ag'culture	Typewr'tng.	Com. Ar.			Latin 9	Training
2:45	Office	Arts	Com. Geog.	Ger. 1	Algebra 9	Ag'culture	Typewr'tng.	Study H.		Eng. 10	Latin 9	High Sch.

Courses offered: College Preparatory, Normal, Commercial, Agriculture and Mechanical Arts.

## DAILY PROGRAM—FORT LUPTON CONSOLIDATED HIGH SCHOOL

Time	Teacher—Miss Fry	Year	Teacher—Mr. Johnston	Year
9:00- 9:45	Geometry .....	Soph.....	Physics .....	Junior
9:45-10:30	Eng. Literature..	Senior ....	Ancient History .....	Fresh.
10:30-10:45	*Recess .....			
10:30-11:00			English III .....	Junior
10:45-11:25	Algebra .....	Fresh.....		
11:00-11:30			First Sem.—Com. Geog.....	Senior
			Second Sem.—Economics...	Senior
11:25-12:00	Caesar .....	Soph.....		
11:30-12:00			First Semester—Civics .....	Senior
			Second Sem.—Am. Hist....	Senior
12:00- 1:00	Noon .....		Noon .....	
1:00- 1:45	First-Year Latin	Fresh.....	First Sem.—Com. Geog.....	Junior
			Second Sem.—Bookkeeping	Junior
1:45- 2:30	English II .....	Soph.....	Chemistry .....	Senior
2:30- 2:45	Recess .....			
2:30- 3:15			Botany .....	Soph.
2:45- 3:30	English I .....	Fresh.....		

\*One teacher only has recess, as will be noted.

## DAILY PROGRAM—ALAMOSA HIGH SCHOOL

Time	Grade VIII	Grade IX	Grade X	Grade XI	Grade XII
9:00	Roll Call .....	Roll Call.....	Roll Call.....	Roll Call.....	Roll Call
9:05	1. Arithmetic.....	1. Anc. History	Biology .....		German
	2. Algebra.....	2. Biology.....			
9:50		Bus. Arithmetic	R. Geometry.	Physics.....	Eng. Hist.
10:35	1. U. S. History ..	1. Algebra.....	Caesar .....	Physics.....	Chem. (Lab.)
	2. Anc. History....	2. P. Geometry...			
11:20	1. Reading .....	English .....	Pen., Spell., & Dictation....	Modern Language....	Chemistry
	2. Comp. & Eng....				
1:30	General Exercises	and Singing ...			
1:40	1. Grammar .....		English .....	1. Coml. Law.	Shorthand
	2. Latin 1 .....			2. Economics..	
2:20		Latin .....	Bookkeeping	Economics...	Cicero .....
3:00		Pen. & Corres..	Bookkeeping	English .....	English
3:40	Athletic and Glee	Club Practice...			

Eighth and ninth grades, five teachers in the high school.

1. First Semester.

2. Second Semester.

This plan has been working two years. When the pupils in the eighth grade reach the senior year, they are to take the common branches for the last half year.

## COURSES OF STUDY—BRUSH UNION HIGH SCHOOL

## College Preparatory Course

## First Year—

\*English I—Grammar and Composition.

Ancient History.

Beginning Latin or German.

Botany, one-half year.

Zoology, one-half year.

Vocal Music.

Band.

## Second Year—

\*English II—Rhetoric.

Mediaeval and Modern History.

Second-year Latin or German.

Algebra.

Vocal Music

Band.

## Third Year—

\*English III—English Literature and Classics.

Plane Geometry.

Chemistry.

Beginning Latin or German III.

Vocal Music.

Band.

## Fourth Year—

English IV—American Literature and Classics.

Solid Geometry, one-half year.

Advanced Algebra, one-half year.

Physics.

Economics, one-half year.

Reviews, one-half year.

Beginning Latin or German IV.

Vocal Music.

Band.

## Scientific Course

## First Year—

\*English I—Grammar and Composition.

Ancient History.

Botany, one-half year.

Zoology, one-half year.

Beginning Agriculture.

Sewing.

Manual Training.

Vocal Music.

Band.

## Second Year—

\*English—Rhetoric.

Mediaeval and Modern History.

Algebra.

Physical Geography, one-half year.

Geology, one-half year.

Agriculture II.

Sewing.

Manual Training.

Vocal Music.

Band.

## Third Year—

\*English III—English Literature and Classics.

Plane Geometry.

Chemistry.

Beginning Latin or German.

Manual Training.

Sewing.

Vocal Music.

Band.

## Fourth Year—

English IV—American Literature and Classics.

Solid Geometry, one-half year.

Physics.

Latin or German II.

Advanced Algebra, one-half year.

Economics, one-half year.

Manual Training.

Sewing.

Vocal Music.

Band.

## Business Course

## First Year—

\*English I—Grammar and Composition.

Ancient History.

Botany, one-half year.

Zoology, one-half year.

Typewriting.

Penmanship and Spelling.

## Second Year—

\*English II—Rhetoric.

Typewriting.

Bookkeeping.

Algebra.

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\*Required

## Third Year—

\*English III—English Literature and Classics.

Shorthand.

Bookkeeping.

Business Arithmetic.

Plane Geometry.

## Fourth Year—

\*English IV—American Literature and Classics.

Shorthand.

Commercial Law, one-half year.

Economics, one-half year.

Chemistry or Physics or Commercial Geography.

## General Information

Three years of English is required, and four is urged, for graduation from the college preparatory and scientific courses, and four years is required for the business course.

A nine-weeks' course in "farm bookkeeping" will be offered to those who desire such a course, at the last of the school year.

Students intending to enter universities or colleges must have from two to four units of language other than English.

Manual training, sewing, and agriculture are accepted for college entrance, provided they do not exceed three units. Typewriting, bookkeeping, and shorthand are not accepted.

Students are encouraged to participate in athletics, since a sound body is necessary to the proper working of a sound mind, but to represent the school on a team they must be carrying three studies and must have carried three studies during their previous term in school.

It takes two periods of manual training, two of band, and four of vocal music to equal one hour of ordinary class-room work.

The business department is furnished with the best equipment that money can buy, and the instruction will be equal to that of any business college in the West.

One unit is given for one full year's work in one subject.

One-half unit is given for one-half year's work in any half-year subject.

Sixteen units are required for graduation.

Credits from other high schools are given full recognition, if work is of equal rank.

Students are expected to carry four subjects, unless different arrangements are made with the principal.

Students who have completed the eighth grade are admitted on certificate. Other candidates must pass a satisfactory examination.

## COURSE OF STUDY—OURAY COUNTY HIGH SCHOOLS

## Commercial

## First Year—

English.  
Physical Geography, Agriculture.  
Algebra.  
Commercial Arithmetic, Commercial Geography.

## Second Year—

English.  
Plane Geometry (elective).  
Ancient History.  
Bookkeeping.  
Biology (elective).

## Third Year—

English.  
Stenography.  
Commercial Law, Economics.  
Typewriting.  
Mathematics or Science (elective).

## Fourth Year—

English (elective).  
United States History, Civics.  
Stenography.  
Typewriting.  
Elect.

## Scientific

## First Year—

English.  
Physical Geography, Agriculture.  
Algebra.  
Elect Language or Commercial.

## Second Year—

English.  
Plane Geometry.  
Ancient History.  
Biology.  
Elect Language.

## Third Year—

English.  
Chemistry.  
Algebra, Solid Geometry (elective).  
Mediaeval and Modern History (elective).  
Elect one.

## Fourth Year—

English (elective).  
United States History, Civics.  
Physics.  
Geology.  
Elect.

## College Preparatory

## First Year—

English.  
Physical Geography, Agriculture.  
Algebra.  
Latin, French or Spanish.

## Second Year—

English.  
Plane Geometry.  
Ancient History.  
Biology (elective).  
Language.

## Third Year—

English.  
Chemistry (elective).  
Algebra, Solid Geometry (elective).  
Mediaeval and Modern History (elective).  
Latin, French or Spanish.

## Fourth Year—

English (elective).  
United States History, Civics.  
Physics (elective).  
Geology (elective).  
Latin, French or Spanish.

### Explanatory Notes on the Course of Study

1. Fifteen credits are required for graduation. A pupil must take a grade of 75 per cent in order to get credit in a subject.

2. An average of 90 per cent in all subjects shall be required to entitle a pupil to take more than four subjects during the next semester. Exceptions to this rule require consent of the faculty.

3. All electives are subject to faculty approval. A strong effort will be made to arrange a daily program such that pupils may take advantage of the above electives offered.

4. One-half credit is given for one-half year's work in any half-year subject. For full-year subjects credit is given only when subject is completed, though semester grades are recorded as soon as made.

5. As a rule, credit will not be given for outside work, unless that work is done under approved instruction. In all cases a higher examination grade will be required where regular class-room instruction has not been had by the pupil. Pupils absent because of sickness or other unavoidable cause will be permitted to make up lessons missed.

6. Three credits on record in September entitle a pupil to be a second-year pupil, seven credits a junior, and eleven credits a senior. As a rule, classifications are made only in September.

7. A pupil on entering the high school should enroll as a Commercial, Scientific, or College Preparatory, and then continue the subjects of that course in the order given. The approval of the superintendent shall be necessary for a pupil to change his or her course, especially after the first two weeks of school. Parents and pupils are urged to examine the courses and decide which best suits the needs of the pupil. The commercial course will appear to many as a practical and useful line of work, but you must not elect this course if you are bound for college. The scientific course will prepare for certain college courses if you elect the language offered. The college preparatory column will, of course, admit to even a classic course in the university. College preparatory students elect physics or chemistry.

8. The large number of subjects offered is made possible by the combination of certain classes. Note the following:

Biology and chemistry alternate. Sophomores and juniors take chemistry together this year, biology next year.

Junior mathematics and senior physics alternate, the mathematics coming this year.

Bookkeeping and commercial law alternate with economic courses. Both will be offered this year.

Junior and senior Latin alternate; Virgil this year.

The superintendent will be in his office from 3 to 4 o'clock each after-

noon of the first two weeks, to meet those who have school interests to consider.

## DAILY PROGRAM—OURAY COUNTY HIGH SCHOOL

Time	Mr. Keplinger	Mr. Gold	Mrs. Morrison	Miss Book
9:00	General Exercises.	Gen. Exercises....	Gen. Exercises ....	Gen. Exercises
9:15	Geometry II.....	Economics.....	English I .....	.....
10:00	Geometry III.....	.....	Med.&Mod.History	German IV
10:45	Algebra I .....	Stenography.....	Assembly Room ...	Latin IV
11:50	.....	Com'l Geography.	Civics .....	Ancient Hist.
1:30	Agriculture .....	Typewriting.....	English III.....	Latin II
2:15	.....	Bookkeeping.....	English II.....	German III
3:00	Chemistry .....	Bookkeeping.....	Assembly Room ...	Latin I

The above is the program in use in the second semester. The first semester program has. Commercial Law in place of Civics; Physical Geography in place of Agriculture; United States History in place of Civics. In place of Geometry III (Solid Geometry) we had a class completing Plane Geometry.

## COURSE OF STUDY—LOVELAND HIGH SCHOOL

## College Preparatory Course

## Ninth Grade

*English .....	5
*Algebra .....	5
*Latin .....	5
*Ancient History .....	4
*Manual Training .....	1
or	
Domestic Science .....	1

## Tenth Grade

*English .....	5
*Algebra ( $\frac{1}{2}$ year).....	4
*Latin .....	5
Mediaeval and Modern History..	5
Biology .....	5
*Manual Training .....	1
or	
Domestic Science .....	1
Commercial Arithmetic ( $\frac{1}{2}$ yr.)..	5
*Rhetoricals .....	

## Eleventh Grade

*English .....	5
*Plane Geometry .....	5
*Latin .....	5
English History .....	5
Biology .....	5
Physics .....	5
*Rhetoricals .....	

## Twelfth Grade

*English .....	5
*Latin, French or Spanish.....	5
Chemistry .....	5
Solid Geometry ( $\frac{1}{2}$ year).....	5
Trigonometry ( $\frac{1}{2}$ year) .....	5
American History ( $\frac{1}{2}$ year).....	5
Civics ( $\frac{1}{2}$ year) .....	5

## General Course

## Ninth Grade

*English .....	5
*Algebra .....	5
*Physical Geography .....	5
*Ancient History .....	4
*Manual Training .....	1
or	
Domestic Science .....	1

## Tenth Grade

*English .....	5
*Algebra ( $\frac{1}{2}$ year) .....	4
Mediaeval and Modern History..	5
*Biology .....	5
*Manual Training .....	1
or	
Domestic Science .....	1
*Commercial Arithmetic ( $\frac{1}{2}$ yr.)..	5
*Rhetoricals .....	

**Eleventh Grade**

*English .....	5
Plane Geometry .....	5
German .....	5
English History .....	5
*Biology .....	5
or	
Physics .....	5
*Rhetoricals .....	

**Twelfth Grade**

English .....	5
*American History ( $\frac{1}{2}$ year) ....	5
*Civics ( $\frac{1}{2}$ year) .....	5
Chemistry .....	5
Solid Geometry ( $\frac{1}{2}$ year) ....	5
Trigonometry ( $\frac{1}{2}$ year) .....	5
French or Spanish .....	5

**Commercial Course****Ninth Grade**

*English .....	5
*Algebra .....	5
*Physical Geography .....	5
*Ancient History .....	4
*Manual Training .....	1
or	
Domestic Science .....	1

**Tenth Grade**

*English .....	5
*Algebra ( $\frac{1}{2}$ year) .....	4
*Commercial Geography ( $\frac{1}{2}$ year) ..	5
Mediaeval and Modern History ..	5
Biology .....	5
*Manual Training .....	1
or	
Domestic Science .....	1
Commercial Arithmetic ( $\frac{1}{2}$ yr.) ..	5
*Penmanship ( $\frac{1}{2}$ year) .....	5
*Rhetoricals .....	

**Eleventh Grade**

*English .....	5
Plane Geometry .....	5
French or Spanish .....	5
English History .....	5
*Biology .....	5
or	
Physics .....	5
*Bookkeeping ( $\frac{1}{2}$ year) .....	5
*Typewriting ( $\frac{1}{2}$ year) .....	5
*Rhetoricals. . . . .	

**Twelfth Grade**

*English .....	5
*American History ( $\frac{1}{2}$ year) ....	5
Chemistry .....	5
*Civics ( $\frac{1}{2}$ year) .....	5
*Stenography .....	5
*Typewriting ( $\frac{1}{2}$ year) .....	5
*Commercial Law .....	5

\*Indicates a required study.

Glee Club, Art, Mechanical Drawing, and Penmanship classes will be arranged, for which appropriate credit will be given.

Most colleges do not give credit for Commercial Arithmetic, Penmanship, Bookkeeping, Typewriting, and Stenography.

Credit will be given for Literary Society Work and Rhetoricals where the work is satisfactory.

Physics, Chemistry, and Solid Geometry are required for engineering schools.

College-preparatory students must elect two years of History and two years of Science.

## COURSE OF STUDY—LAMAR UNION HIGH SCHOOL

## First Semester

## Freshman—

Algebra 1.  
Rhetoric.  
Ancient History.  
Beginning Latin B.  
Physical Geography.  
Soils and Crops.  
Beginning Latin A

## Sophomore—

Plane Geometry.  
Advanced Rhetoric.  
Mediaeval and Modern History.  
Caesar B and A.  
Penmanship.  
Breeds and Types of Farm Animals.

## Junior—

Algebra 3.  
English Literature.  
Physics.  
Cicero and Caesar A.  
Beginning French or Spanish.  
Dairy Cattle and Care.  
Shorthand.  
Typewriting.

## Senior—

English-American Literature  
Chemistry.  
Virgil.  
French or Spanish.  
Civics.  
Bookkeeping.  
Commercial Law.

## Second Semester

## Freshman—

Algebra 2.  
Rhetoric.  
Ancient History.  
Beginning Latin A and B.  
Commercial Arithmetic.  
Feeds and Feeding.  
Etymology.

## Sophomore—

Plane Geometry.  
Advanced Rhetoric.  
Mediaeval and Modern History.  
Caesar A and B.  
Business English.  
Breeds and Types of Farm Animals.

## Junior—

Solid Geometry.  
English Literature.  
Physics.  
Cicero.  
Beginning German.  
General Farm Management.  
Shorthand.  
Typewriting.

## Senior—

American Literature.  
Chemistry.  
Virgil.  
French or Spanish.  
American History.  
Bookkeeping.  
Psychology.

## Schedule—Second Semester

	Lewis	Odell	Chappell	Oxley
1	Junior Physics.....	Senior Fr. or Sp.....	Sophomore English	Study
2	Physics, Laboratory	Sophomore History	Freshman English.	Etymology
3	Senior Chemistry ....	Junior English.....	Freshman English.	Freshman Latin
4	Chemistry, Lab.....	Junior Fr. or Sp.....	Study .....	Plane Geometry
5	Junior Physics.....	Sophomore History	Study .....	Virgil
6	Freshman History....	Study .....	Senior English .....	Caesar
7	Physics, Laboratory	Public Speaking ...	Domestic Science..	Freshman Latin B.

	Davis	Corning	Brown	Mottinger
1	Com'l Arithmetic...	Shorthand.....	Fresh. Agriculture.....	
2	Freshman Algebra...	Bookkeeping.....	Soph. Agriculture..	Study
3	Sophomore English	Typewriting.....	Junior Agriculture	Study
4	Com'l Arithmetic...	Penmanship.....	Fresh. Agriculture.	Psychology
5	Freshman Algebra...	Typewriting.....		Freshman History
6	Solid Geometry.....	Business English		Botany
7	Study.....	Practice.....	Manual Training...	American History

### Beginners' Program

1. Commercial Arithmetic, Freshman Agriculture.
2. Etymology.
- 3.
4. Commercial Arithmetic, Freshman Agriculture, Penmanship.
- 5.
- 6.
7. Freshman Latin B, Botany.

### COURSE OF STUDY—LITTLETON HIGH SCHOOL

#### College Preparatory

##### First Year—

English.  
Algebra.  
Ancient History.  
Latin, French or Spanish.

##### Third Year—

English.  
Solid Geometry, one-half; Algebra, one-half.  
Physics.  
Latin, French or Spanish.

##### Second Year—

English.  
Plane Geometry.  
Science, one-half; Physical Geography, one-half.  
Latin, French or Spanish.

##### Fourth Year—

English.  
Mediaeval and Modern History, English History and Civics, alternate years.  
Chemistry.  
Latin, French or Spanish.

#### Special Course, One Year

English.  
Commercial Arithmetic and Bookkeeping.

Commercial Geography and Industrial History.  
General Science and Physical Geography.

Sixteen units required for graduation.

The following are electives: Chemistry, Solid Geometry, Advanced Algebra, two years of language other than English, one of the Advanced History courses.

## DAILY PROGRAM—LITTLETON HIGH SCHOOL

Hour	Miss Thompson	Miss Duer	Miss Walker	Miss Clark	Mr. Raybourn
9:00- 9:45	Rest.....	Algebra 9.....	History 11..... and 12.....	Study Room.....	
9:45-10:30	Study 4.....	Fr. or Sp. 9.....	Virgil.....	Rest.....	Gen. Science Phys. Geog.
10:30-11:15	English 10..	Rest.....	Caesar.....	Physics.....	
11:15-12:00	Study Room	Fr. or Sp. 10.....	History 9.....	Laboratory.....	
12:00- 1:00	Noon.....				
1:00- 1:45	English 9..	Solid Geometry	Study Room.....	Eighth Grade.....	
1:45- 2:30	English 11..	Plane Geometry	Latin 9.....	Com'l Arith., Bookkeeping..	
2:30- 3:10	English 12..	Study Room.....	Rest.....	Ind. Geography, Ind. History..	

## DAILY PROGRAM—GOLDEN HIGH SCHOOL

Hour	Miss Blake	Miss Graham	Mr. Fitch	Mr. Morse	Mr. Bortz	Miss Tobey
8:45- 9:30	English 9..	English 10	Science 9.....	Math. 11.....	Algebra 10	Virgil
9:10-10:15	Latin 9.....	English 10	Science 9.....	Geometry.....	History 12	Cicero
10:15-10:30	Recess.....	Recess.....	Recess.....	Recess.....	Recess.....	Recess
10:30-11:15	English 11	Study Hall	Science 10.....	Bookkp'ng.....	History 9.....	
11:15-12:00	English 12	Fr. or Sp. 9..	Science 10.....	Arith. 11.....	Study Hall	
12:00- 1:15	Noon.....					
1:15- 1:30	Chap. Ex....	and Music.				
1:30- 2:00	Study Pd....	and Music.	Mech. Drawing	Fr. or Sp. 12..		
2:00- 2:45	English 9..	Fr. or Sp. 9..	Physics.....	Study Hall....	History 10	
2:45- 3:20	Study Hall	F. or S. 10..	Laboratory.....	Arith. 9.....	Algebra 9	Latin 10

## COURSE OF STUDY—SALIDA HIGH SCHOOL

## First Year—

Algebra .....5  
 English.....5  
 Physical Geography .....5

\*Latin .....5

\*Manual Training (boys) .....4

\*Domestic Science (girls) .....4

Music .....1

Drawing .....1

## Second Year—

Plane Geometry .....5

English .....5

Ancient History .....5

\*Biology.....5

\*Latin .....5

\*Manual Training (boys) .....2

\*Domestic Science (girls) .....4

Drawing .....1

Music .....1

## Third Year—

\*French or Spanish .....5

Algebra .....2½

\*Solid Geometry .....2½

Mediaeval and Modern History.5

Chemistry .....5

\*Latin .....5

Music .....1

\*Drawing .....1

\*Manual Training (boys) .....2

\*Domestic Science (girls).....2

## Fourth Year—

*Elements of Sanitation .....	2	Physics .....	5
*Manual Training (boys).....	2	*English History .....	2
Music .....	1	*American History .....	2
*Drawing .....	1	*Domestic Science (girls).....	2
*German .....	5	*Latin .....	5
		English .....	5

\*Indicates electives.

Manual-training pupils take Mechanical Drawing as part of their course.

The girls take Household Chemistry during the second half of their year in Chemistry.

Two years of Science required.

Students should choose those studies required for entrance to schools they are planning to enter.

## PROGRAM—SALIDA HIGH SCHOOL

Period	Time	Gillpatrick	Pearsall	Montgomery	Ladwig
1	9:15- 9:55	English 10.....	History 10.....	Fr. or Sp. 11.	Dom. Science 9
2	9:55-10:35	English 10.....	History 10.....	Assembly.....	Dom. Science 9
3	10:35-11:15	Assembly.....	Eng. History 11	Latin 11-12.....	
4	11:15-11:55	English 11.....	History 9.....	Latin 9.....	
5	1:30- 2:10	Assembly .....	Algebra 11.....	Fr. or Sp. 12.	Dom. Sci. 10
6	2:10- 2:50	Theme.....		Latin 9.....	Dom. Sci. 10
7	2:50- 3:30	English 12.....	English 9.....	Latin 10.....	

Per.	Time	McPherson	Waddell	McDonald	Bernard	Tanton
1	9:15- 9:55	Music, T. Th. 9:00-9:15 Draw. 9 Fri.		Physics 12 .....	Man. Tr. 9..	Assembly
2	9:55-10:35			Phys. Lab. .... 12:00 M. T	Man. Tr. 9..	Psychology
3	10:35-11:15		Algebra 9	Phys. Geography 9.		Pl. Geom. 10
4	11:15-11:55		Assembly	Phys. Geography, Lab. Th. F.....		Pl. Geom. 10
5	1:30- 2:10	Draw. 10 F.....	Algebra 9	Biology 10.....	Man. Tr. 10.	Algebra 9
6	2:10- 2:50		English 9.	Biology, Lab. M. T. & Chem. Lab. Th. F.....	Man. Tr. 10	Assembly
7			English 9.	Chemistry 11 .....		Assembly.....

## COURSE OF STUDY—FORT LUPTON CONSOLIDATED HIGH SCHOOL

## First Semester

## First Year—

Required:

English.

Algebra.

Latin.

Ancient History.

## Second Year—

Required:

English.

Geometry.

Caesar.

Electives:

French or Spanish.

\*Botany.

## Third Year —

Required:

English.

Physics.

Electives:

Zoology.

Agriculture.

\*Commercial Arithmetic.

## Fourth Year—

Required:

English.

Civics.

Electives:

\*Chemistry.

\*Commercial Geography.

Political Economy.

## Second Semester

## First Year—

Required:

English.

Algebra.

Latin.

Ancient History.

## Second Year—

Required:

English.

Geometry.

Caesar.

Electives:

French or Spanish.

\*Botany.

## Third Year—

Required:

English.

Physics.

Electives:

Zoology.

Agriculture.

\*Bookkeeping.

## Fourth Year—

Required:

English.

American History.

Electives:

\*Chemistry.

\*Economics.

Psychology.

---

\*Indicates those chosen as electives.

## The English Course

Our English work was grouped somewhat as follows for 1913-14:

## Freshman Year—

Composition and Rhetoric.

Classic studied in class: "Merchant of Venice."

Classics read outside of class and reported on: "Treasure Island,"

"Oregon Trail."

\*Six weeks of review in grammar.

**Sophomore Year—**

Composition and Rhetoric.

Classic studied in class: "Merchant of Venice."

Classics read outside of class and reported on: "Treasure Island,"  
"Oregon Trail."

\*Six weeks of review in grammar.

**Junior Year—**

American Prose Writings.

Classic studied in class: Carlyle's "Essay on Burns."

Classics read outside of class and reported on: "Robinson Crusoe,"  
"Oregon Trail."

\*Six weeks of review in grammar.

**Senior Year—**

English Literature.

Classic studied in class: Burke's "Speech on Conciliation."

Classics read outside of class and reported on: "Robinson Crusoe,"  
"Oregon Trail."

\*Six weeks of review in grammar.

\*The Grammar review was conducted in each class about as follows, with the work being made suitable for each year:

Two weeks on analysis and diagramming.

Two weeks on improprieties and synonyms.

Two weeks on practical letter-writing and composition forms.

**Note.**—With two teachers we managed the electives by giving what the majority wish to take. There are seniors, juniors, and sophomores in the Botany class.

We managed this program without any combination or alteration, except that the senior and junior English classes were combined in the Grammar review.

The following daily programs and courses of study are published to indicate the work that is being done in some of the representative high schools of Colorado:

**PROGRAM OF CLASS PERIODS**

A	B	C
1. Woodwork 1, 2, 3	Agriculture 10, 11, 12	Household Arts 1, 20, 21
2. Drawing 7, 8, 9	Agriculture 4, 5, 6	Household Arts 2, 3, 4
3. ....	.....	Household Arts 22, 26, 27
4. ....	Agriculture 1, 2, 3	Household Arts 40, 30, 43
5. Carpentry 7, 8, 9	General Science 1, 2, 3	Household Arts 6, 7, 8
6. Drawing 2, 11, 14	Agriculture 7, 8, 9	.....
7. ....	.....	.....

D	E	F
1. ....	Study Finance	Shorthand 1, 2, 3
2. ....		
3. ....	Com. Law 1, 2, 3	Shorthand 4, 5, 6
4. Drawing 3, 11, 15	Penmanship 1	
5. Drawing 1, 10, 13	Com. Arithmetic 1, 2, 3	
6. Design 16, 17, 18	Bookkeeping 1, 2, 3	
7. Hist. Music 13, 14, 15		
G	H	I
1. Ind. History 10, 11, 12	Fr. or Span. 10, 11, 12	Mod. History 4, 5, 6
2. ....	French or Spanish 7, 8, 9	
3. Reading 1, 2, 3	French or Spanish 4, 5, 6	Latin 4, 5, 6
4. ....	French or Spanish 1, 2, 3	Ancient History 1, 2, 3
5. ....		Latin 1, 2, 3
6. Economics 1, 2, 3		
7. Civics 1, 2, 3		American History 7, 8, 9
J	K	L
1. English 4, 5, 6		
2. English 1, 2, 3	Mathematics 4, 5, 6	
3. English 7, 8, 9		Mathematics 1, 2, 3
4. English 10, 11, 12	Chemistry 7, 8, 9	
5. ....		
6. ....		
7. ....	Mathematics 7, 8, 9	

## AGRICULTURAL COURSE

First Year	Second Year	Third Year	Fourth Year
English 1, 2, 3	English 4, 5, 6	*English 7, 9, 12	Reading 1, 2, 3
Com. Arith., Math.	Science 1, 2, 3	History 10, 11, 12	Economics 1, 2, 3
Shop 1, 2, 3	Shop 10, 11, 12	Civics 1, 2, 3	Shop 7, 8, 9
Drawing 1, 10, 13	Drawing 2, 11, 14		Drawing 7, 8, 9
Agriculture 1, 2, 3	Agriculture 4, 5, 6	Agriculture 7, 8, 9	Agri. 10, 11, 12
			History 7, 8, 9
			Com. Law 1, 2, 3

\*In third year, Reading may be substituted for English.

## COLLEGE PREPARATORY—LANGUAGE COURSE

First Year	Second Year	Third Year	Fourth Year
Fr. or Sp. English Algebra	Fr. or Sp. English General Science Geometry	Fr. or Sp. English Latin	Fren. or Span. Reading, English Latin
Household Arts	Ancient History Drawing	History	Chemistry

**COLLEGE PREPARATORY—SCIENTIFIC COURSE**

First Year	Second Year	Third Year	Fourth Year
English Mathematics Shop Drawing Civics	English Mathematics Shop Drawing Science	Mathematics Physics Ind. History German	English Chemistry History German

**COLLEGE PREPARATORY—TECHNICAL COURSE**

First Year	Second Year	Third Year	Fourth Year
English 1, 2, 3 Algebra 1, 2, 3 Shop 1, 2, 3 Drawing 1, 10, 13 Fr. or Sp. 1, 2, 3	English 4, 5, 6 Geometry 5, 6, 7 Shop 4, 10, 11 Drawing 2, 11, 14 Fr. or Sp. 4, 5, 6	Mathematics 4, 8 Physics 4, 5, 6 Shop 5, 6, 13 Drawing 4, 5, 6 Ind. Hist. 10, 11, 12	English 7, 8, 12 Chemistry 7, 8, 9 Shop 7, 8, 9 Drawing 7, 8, 9 History 7, 8, 9

**COMMERCIAL COURSE**

First Year	Second Year	Third Year	Fourth Year
English Com. Arithmetic Household Arts or Shop Drawing Penmanship Com'l Geography	English Gen. Science Household Arts or Shop Drawing Finance	English Ind. History Shorthand or Bookkeeping Typewriting	History Com. Law Shorthand or Bookkeeping Typewriting Economics

**HOUSEHOLD ARTS COURSE**

First Year	Second Year	Third Year	Fourth Year
English Mathematics Drawing 3, 10, 13 Civics Household Arts	English General Science Drawing 16, 17, 18 Household Arts Household Arts	*English Science History Household Arts	History Economics Household Arts Household Arts

\*Reading required in place of third credit in English.

**TECHNICAL COURSE—NOT FOR COLLEGE ENTRANCE**

First Year	Second Year	Third Year	Fourth Year
English 1, 2, 3 Algebra 1, 2, 3 Shop 1, 2, 3 Drawing 1, 10, 13 Bookkeeping 1, 2, 3	English 4, 5, 6 Geometry 5, 6, 7 Shop 4, 10, 11 Drawing 2, 11, 14 Civics 1, 2, 3	Ind. History 10, 11, 12 Physics 4, 5, 6 Shop 5, 6, 13 Drawing 4, 5, 6 English 7, 8, 12	Vocational Chemistry 7, 8, 9 Shop 7, 8, 9 Drawing 7, 8, 9 Economics 1, 2, 3

## FRESHMAN YEAR

College Preparatory	Commercial Course	Agricultural Course	Normal Course
English 1 Algebra 1 Latin 1, Fr. or Span. 1 Physical Geography ½ Botany ½ Manual Training 1	Same, except Commercial Geography is given for Physical Geography	Same, except Botany, which is made to fit Agriculture	Same as College Preparatory

## SOPHOMORE YEAR

College Preparatory	Commercial Course	Agricultural Course	Normal Course
English 1 Plane Geometry 1 Caesar 1, German 1 General History 1 Manual Training 1	Same as College Preparatory, except that English is only required subject Shorthand Typewriting	See Bulletin	Same as College Preparatory

## JUNIOR YEAR

College Preparatory	Commercial Course	Agricultural Course	Normal Course
English 1 Adv. Algebra ½ or 1 Solid Geometry ½ Cicero 1 Fren. or Span. 1 Physics 1	Bookkeeping 1 Business Arithmetic 1 Shorthand Typewriting Com. Law ½ Civics ½	See Bulletin	Same as College Preparatory

## SENIOR YEAR

College Preparatory	Commercial Course	Agricultural Course	Normal Course
English 1 Virgil 1, German 1 Chemistry 1 Electives 1 American History 1 Household Arts 1 Cooking 1	Business Penmanship 1 Typewriting 1 Shorthand 1 Economics ½ English 1	See Bulletin	Reviews 1 Psychology ½ Methods ½ Agriculture 1 Electives 1 from other courses

1=2 Semesters.

½=1 Semester.

Students in colleges preparatory and normal course must fulfill college-entrance requirements. Students in commercial course work for proficiency only. They complete when proficient enough.

## COURSES OF STUDY—PUEBLO HIGH SCHOOL, DISTRICT NO. 20

Two courses of study are offered, the College Preparatory and the General. Those expecting to go to college after finishing their high school course should take the Preparatory course, as completing the General Course will undoubtedly compel them to enter college with "Conditions" which they will have to make up.

In either course sixteen credits are required for graduation. Of these sixteen credits only one may be made in miscellaneous work.

## COLLEGE PREPARATORY COURSE

First Year	Cr.	Second Year	Cr.	Third Year	Cr.	Fourth Year	Cr.
ENGLISH .....	1.	ENGLISH .....	1.	ENGLISH .....	1.	ENGLISH .....	1.
ALGEBRA .....	1.	GEOMETRY .....	1.	ALGEBRA (2nd Sem.) .....	.5	Solid Geometry (1st Sem.) .....	.5
ANCIENT HISTAORY ..	1.	M. & M. HIST....	1.	PHYSICS .....	1.	Trigonometry (2nd Sem.) .....	.5
LATIN OR .....	1.	LATIN OR .....	1.	Latin .....	1.	Chemistry .....	1.
FRENCH .....	1.	FRENCH .....	1.	Physiology (1st Sem.) .....	.5	Latin .....	1.
Spanish .....	1.	Biology .....	1.	Physiography (2nd Sem.) .....	.5	Amer. Hist. (1st Sem.) .....	.5
General Science 1.		Spanish .....	1.	Eng. Hist. (1st Sem.) .....	.5	Civics (2nd Sem.) .....	.5
				Current Hist. (2nd Sem.) .....	.5	Psychology (2d Sem.) .....	.5

Subjects in capitals are required; the others are elective. In addition to Physics, which is required, one year of Science must be elected.

Only two years of a foreign language are required, but four years are strongly recommended.

Additional electives: Domestic Science to the amount of not more than one point, or Mechanical Arts not more than two points, may be offered as electives in this course.

Commercial branches will not be counted toward graduation in this course, except toward the one credit in Miscellaneous work.

## GENERAL COURSE

Under this course the entire sixteen credits may be made from the subjects listed in the College Preparatory Course. Eight credits must be made from those subjects. Three of these eight must be the first three years in English, but all other credits from that table may be elected.

If desired the credits above eight may be chosen from the following table:

First Year	Cr.	Second Year	Cr.	Third Year	Cr.	Fourth Year	Cr.
Man. Train. (1st Sem.) .....	.5	Mechanical Drawing .....	1.	Mechanical Drawing .....	1.	Commer. Law....	.5
Printing .....		Printing .....	1.	Stenography ....	.8	Stenography ....	1.
Business Arithmetic .....	.5	Typewriting ....		Typewriting .....	1.	Cooking and Dressmaking..	1.
Bookkeeping ....	.6	Bookkeeping ....	.6	Bookkeeping ....	.8	School Management & School Law (1st Sem.) .....	.5
Freehand Drawing .....	.5	Sewing .....	.5	Sewing .....	.5	Reviews (2nd Sem.) .....	.5
Forge Shop .....	1.	Machine Shop....	1.	Machine Shop....	1.	Electrical Shop..	.5
				Salesmanship ..	.5	Auto Shop .....	.5

Credits in Printing, Stenography, and Typewriting are given only on passing proficiency tests.

#### MISCELLANEOUS STUDIES.

Chorus .....	.1	Glee Club .....	.1
Gymnasium .....	.2	Chapel Programs (3).....	.1

## Miscellaneous Items



## AN OUTLINE IN AMERICANIZATION

The following outline course in Americanization is by Acting President George Norlin of the University of Colorado, whose service to this great new movement in the life of the American Republic has won nation-wide recognition. The Department of Public Instruction is proud, indeed, to be able to offer the assistance of this distinguished man to the teachers of Colorado.

This outline is to be used in connection with the Citizenship Course in Volume One, the two together making a most illuminating contribution to the discussion of this subject.

*Mary C. C. Bradford.*

*State Superintendent of Public Instruction.*

To meet the demand for an up-to-date course of study in Citizenship and Americanization for those of our foreign-born population who are preparing to assume the responsibilities of American citizenship and begin active participation in public affairs, it has been deemed best to retain in its essential form the course submitted by the United States Department of Labor, Bureau of Naturalization, in the 1916 Revised Course of Study for the Public Schools of Colorado. Inasmuch as this course contains the necessary fundamentals, it has been thought necessary for the most part to add only such data as the Great War has brought to light. To this end certain footnotes have been appended offering suggestions to supplement the outline as it now stands. These suggestions have been contributed by Professor Junius Henderson, Vice-Chairman of the Committee on Americanization of the Colorado State Council of Defense, Professor Frank E. Thompson, head of the Department of Education of the University of Colorado, and Miss Marie Wickert, office secretary to the Committee on Americanization.

The Outline Course in Citizenship by the Bureau of Naturalization should be used exactly as it appears in the 1916 Revised Course of Study (including the introductory letter by Commissioner of

Naturalization Richard K. Campbell) with the addition of the following footnotes:

P. 61. The asterisk should appear at the end of the second paragraph under "Conversation."

\*In general refer to the English language as "our national language."

P. 64. The asterisk should appear at the end of the second sentence of the paragraph, "United States History" after the words, "various chapters of American history."

\*These discussions should deal with American history in its broader aspects rather than in minor details.

P. 66. Under "United States History" the first asterisk should appear at the end of topic (2) after the words, "and its principles discussed."

\*Civil liberty should be discussed, showing that individual liberty is limited by the liberty of others and consequently is consistent with restrictive laws which define individual rights instead of leaving them to the judgment of each individual.

The second asterisk should come at the end of topic (5) after the words, "up to the Civil War."

\*Here, with slavery in mind, is a good place to frankly admit that no government is perfect, yet emphasizing the fact that the good features of our institutions greatly outweigh the bad ones, that the constant duty and effort of good citizens is to eliminate imperfections, as has been done with slavery, and that such reforms should be accomplished in an orderly way.

The third asterisk should come at the end of topic (6) after the words, "standpoint of our political institutions."

\*Even for the prospective citizen of the United States an account of American history merely from the political and industrial point of view is inadequate. A discussion of the literary and artistic development of this country would meet with hearty response on the part of foreigners, who often show a surprising knowledge of this phase of the development of their own country.

In addition to the points listed above the following topics should be considered:

The Spanish-American War, its causes and results, including effect upon the relation of the United States to world problems; in this connection discuss the release of Cuba and establishment of permanent self-government, the intention to release the Philippines as soon as stable self-government there seems possible, the development of colonial policy, the use of all colonial revenues for the benefit of the colony, contrasting this custom with that of using colonies as a source of revenue for the "mother country," as exemplified by the American colonies before the American Revolution.

The World War: The German war party and its aims, pan-Germanism, the proposed empire of Mittel-Europa; the Austro-Serbian dispute; unsuccessful efforts of England, France, and

Russia to settle it amicably without war; the Belgian neutrality treaties with Germany, England, France, and Russia; German violation of the treaty and invasion of Belgium; Belgian appeal to other nations for aid under her treaties; German disregard for international law and the rights of neutrals; declaration of the United States that a state of war existed; part and purposes of the United States in the war.

P. 74. Asterisk to appear after the title, "City Government."

\*In this connection should be explained the principal types of city government, such as the mayor and council plan, the commission form, the city manager plan, etc.

P. 77. Asterisk to appear at end of paragraph under "National Government" after the words, "local educational authorities."

\*There should be an explanation of the principal forms of government: (1) Monarchy, as represented by Germany, Turkey and Russia, etc., before the World War; (2) Limited monarchy, as represented by England, etc., with the king shorn of most of his former kingly powers; (3) Republic, as represented by the United States, Switzerland, France, etc.; (4) Pure democracy.

## THE MEANING OF AMERICA

### CREED

I believe in America because of her Ideals, worked out in institutions that are just.

She gives to everyone the right to rise;  
To take a part in making equal laws;  
To hold his neighbor equal to himself;  
To speak the truth and to resent a lie;  
To serve no man as master, but by toil to earn  
The right to call himself a man.

I believe in the world mission of American Ideals. By them, expressed in terms of nations:

Right can be made to vanquish Force and Fraud;  
Justice to reign, sustained by potent law;  
The weaker states to live as live the strong.

I believe in America because she thinks in terms of justice, not of gain, and holds her noble heritage the RIGHT of all.

## WHEN YOU SAY "AN AMERICAN,"

### WHAT DO YOU MEAN?

The word, "American," has no relation to blood. You may be of pure German blood and yet be a real American. You may be of pure Irish blood and yet be a real American. You may be of Russian, Hebrew, Italian, Polish, French, Belgian or Austrian

blood, and yet be as real an American as if your ancestors had come to this country on board the Mayflower, or had fought with Washington to create the Republic, or later, with Lincoln, to save it. There are more than twenty-six million people in the United States today who were born in other countries, or whose parents were foreign-born. Each of these is or may easily become a real American, if he has but the spirit of loyalty to the ideals which have made this nation out of many races.

No man, woman or child who wishes special privileges is a real American. No man, woman or child who knowingly denies to another equal rights is a real American: for all Americans must "hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness."

As soon as the American Revolution had saved free government in America, other countries began to feel the effect. France was the first to catch the infection. As the French soldiers, who had fought side by side with the Americans during "the days that tried men's souls," sailed back to sunny France and their Bourbon despots, they carried in their hearts the ringing phrase, "All men are created equal," and soon the throne of the Bourbons was rocking under the blows for "Liberty, Equality and Fraternity."

England, too, soon felt the effects of a forward movement which the success of the American Revolution revived. Parliament, under the leadership of William Pitt, the Younger, was soon made once more a really representative assembly, a character which it had lost many years before the American Revolution began. The Reform Bill of 1832 restored free government to England, and this Reform Bill had been made possible by the failure of George III to crush free government in America.

From free America, and free France, and free England, the ideals of a government "of the people, by the people and for the people" spread slowly into many lands. It was this march of free government for the peaceful and beneficent conquest of the world for the good of the world, that the gallant French people had in mind when they erected in New York Harbor that wonderful statue of Liberty Enlightening the World. As you look at that statue, or at its picture, always say to yourself:

## “AMERICA MEANS FREEDOM FOR THE WORLD.”

And remember also that this freedom depends upon you. America's power for good must come as a free-will offering from her people; but her strength may become a power for evil, merely by their neglect. The plant of liberty must be tended; but license grows like the tares among the wheat, as the fruit of carelessness. Liberty is the glory of a republic; but license—contempt for law and order and discipline—is its deadly foe. America means freedom for the world, but she can hope to see her desire realized only by proving that a republic can be honest and efficient, as well as free. Germany has sacrificed liberty on the altar of union. Let us not sacrifice union upon the altar of license.

## WHY THEN DO WE FIGHT?

### BECAUSE WE HAVE BEEN ATTACKED.

Because our peaceful citizens—men and women—have been deliberately murdered on the high seas in contemptuous disregard of the rights of men and of the rights of nations? Because we believe that if we do not fight our enemy upon the bloody fields of France, our children will have to fight them on the soil of America? We fight for these reasons, of course. Any great, free, powerful and independent nation would be compelled to fight under such provocation. But we have other and more compelling reasons still, reasons which add the touch of glory to the grim fact of war; reasons which forbid us to sheathe the sword until our mission is accomplished, our trust fulfilled. “Those whose lifted eyes have caught the vision of a liberated world, have said that of the policy of blood and iron there shall be an end, and that equal justice, which is the heart of democracy, shall rule in its stead.” These are the words of our President, interpreting the heart, not of America alone, but of all peoples who have resolved that reason and justice, not the mailed fist, shall rule the world. We fight to insure justice and peace. We bear arms today that in future the world may enjoy unharmed those institutions which have made us great and prosperous and happy. We fight to defend a sacred inheritance which free peoples hold in trust for all humanity; and we must continue to fight until its safety is assured.

The Fathers of the American Revolution, men of many races, facing a royal despot, declared in effect, that the territory, which had been known as the Thirteen British Colonies in America, must be safe for democracy, and they fought until they had made it

safe. Today, in this land, the children of the oppressed of all nations rest happy in that safety, breathing the air of liberty and equality.

In December, 1823, James Monroe, in his famous message to Congress, applied that declaration to a wider sphere, announcing, in effect, that the American continents must be safe for democracy; and America has kept that pledge also.

And now the time has arrived when the welfare of mankind demands the application of this same principle to a still wider area. President Wilson's bold statement, "The world must be safe for democracy," means that our trust cannot be fulfilled until the representative idea is free to develop in every land, untrammelled by the menace of an armed and predatory autocracy.

#### A PRAYER FOR THE FLAG OF FREEDOM.

God of the sons of Freedom,  
God of the sons of war,  
God in whose praise our swords we raise,  
For liberty and law,  
Defend the Flag of Freedom.  
Its stars and stripes unfurled,  
Mean death and woe to the tyrant foe,  
And freedom for the world.  
Freedom! Freedom! Freedom!  
Freedom by land and sea,  
Your flag and mine, by right divine,  
Is the Flag of Liberty.

We strike for the rights of nations,  
For the small as for the great.  
We fight for the right, and the God of might  
Will seal the tyrant's fate.  
Marching, each man is marching,  
With glory in his face,  
Bearing the gift of Freedom  
To all the human race.  
Freedom! Freedom! Freedom!  
Freedom by land and sea,  
Your flag and mine, by right divine,  
Is the Flag of Liberty.

By ROBERT McNUTT McELROY, Educational Director  
The National Security League, 19 West 44th St., New York City.



I pledge allegiance to my flag and to the republic for which it stands; one nation, indivisible, with liberty and justice for all.

“ONE FLAG, ONE LAND,  
ONE HEART, ONE HAND,  
ONE NATION EVERMORE.”

—O. W. Holmes.

## SNAPSHOTS

“The drinking man is a bad soldier.”—*General Pershing.*

“Alcohol reduces efficiency in shooting by one-third.”—*Admiral Jellicoe.*

“Drink is as much your enemy as Germany.”—*R. Poincare, President of France.*

“We are fighting three enemies—Germany, Austria and Drink; but the greatest of these is Drink.”—*Lloyd George.*

“No nips for me, it dims my batting eye.”—*Ty Cobb.*

“Glory and thanks to the Public Schools, Pulpit, W. C. T. U. and Country Press, the war against King Alcohol is almost won. Press the fight, children of Kentucky, until this demon is done to the death.”—*V. O. Gilbert.*

## MILITARY TRAINING

The recent co-operative efforts between the War Department and the educational authorities at Washington, regarding military training in the High Schools, are not yet ready to receive definite formulation. If the school people and the government finally arrive at a clear understanding of the best means of incorporating in the schools a military training which shall also be mentally and physically educational, the Department of Public Instruction of Colorado will immediately furnish manuals of instruction that are approved by both Washington and state authorities.

*Mary C. C. Bradford.*

*State Superintendent of Public Instruction.*

# TEACHERS' READING CIRCLE—1918-1919

## COLORADO READING CIRCLE

Organized under the Direction of the State Teachers' Association

### MEMBERS OF BOARD

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The Teachers' Reading Circle is a permanent part of the state school system. It is performing a work of its own, and every progressive teacher should read the books adopted. In order to improve, we must read with a definite purpose in view, and by reading the books of the Reading Circle teachers will not only improve, but they will increase their professional interest and enthusiasm.

The Reading Circle Board appeals to the county and city superintendents and principals, and to the teachers generally, to unite in furthering this means of growth and improvement.

An outline will be furnished each member of the Reading Circle by the state superintendent. County superintendents shall award the certificates of reading to all members of the circle who return satisfactory answers to the questions issued on each book.

The board would suggest that the county superintendents make the reading of these books a part of the professional work required for the renewal of teachers' certificates.

### COUNTY SUPERINTENDENTS' CO-OPERATION

We here express our sincere appreciation of the co-operation and support that has been shown the Reading Circle work by

the county superintendents. We ask a continuance of your kindness, because the books offered are just such books as you should be pleased to urge your teachers to read.

We hope you will take time at your institute to explain this work and to urge your teachers to buy the books.

## READING CIRCLE BOOKS—1918-1919

### TEACHERS' READING CIRCLE BOOKS

Dean—Our Schools in War Time and After.....	} Per Set, \$3.90
La Rue—The Science and Art of Teaching.....	
Smith—What Literature Can Do for Me.....	
Long—American Patriotic Prose.....	

### ADDITIONAL READING

Tinley—First Steps in Reading.....	\$ .55
Monroe—Educational Tests and Measurements.....	1.50
Bennett—School Efficiency .....	1.35
Conwell—Observation—Every Man His Own University.....	1.00
Gulick—Mind and Work.....	1.35
Foght—The Rural Teacher and His Work.....	1.50

### LIBRARY LIST FOR DIRECTORS

American School Board Journal.....	\$ 2.00
The World War and What Was Behind It.....	.70

### LIBRARY LIST FOR ADULTS

Curtain—The Land of Deepening Shadow.....	\$ .75
Gleason—Within the British Lines in 1917.....	2.00
Babson—The Future of South America.....	2.20
Train—The Earthquake .....	1.50

### GENERAL REFERENCE FOR ALL GRADES

Book of Knowledge (Children's Encyclopedia), 24 vols.....	\$49.50
The World Book, 8 vols.....	38.50

## PUPILS' READING CIRCLE BOOKS

### FIRST GROUP

Going to School in Animal Land.....	\$ .50
Just Stories .....	.50
Snubby Nose and Tippy Toes.....	.45
Children's Favorite Stories.....	.35

### SECOND GROUP

Child Life in Other Lands.....	\$ .55
Around the World With the Children.....	.70
Child's Book of Holiday Plays.....	.55
Silver Thread .....	1.25

## THIRD GROUP

Happy the Life of a Bee.....	\$ .75
How to Have Bird Neighbors.....	.55
Heidi . . . . .	.60
Lives of the Presidents.....	.45
What Shall We Play.....	.55
Patriotic Plays and Pageants.....	1.35
Work and Play in Colonial Days.....	.55

## FOURTH GROUP

Red Cross Stories.....	\$ .55
The Child's Food Garden.....	.55
The Makers of Our History.....	.90
The Little Book of the Flag.....	.45
Fiske's War of Independence.....	.50
Life of Lincoln, Moore.....	.35
St. Paul, the Hero.....	1.00

## State Distributors

## THE HERRICK BOOK AND STATIONERY COMPANY

The Educational House of the West  
934 Fifteenth Street, Denver, Colorado.

## THE COLORADO SCHOOL JOURNAL

*The Colorado School Journal* for a number of years has given space to the Teachers' Reading Circle.

The board desires here to recognize the courtesy thus extended and to announce that, in view of the fact that the same kind offer has been made for the future, the articles on Reading Circle work will continue. These articles are helpful to the many patrons of the *Journal* and the Reading Circle.

## PUPILS' READING CIRCLE BOOKS

Among the books selected for the Pupils' Reading Circle many old favorites will be found, with some valuable additions. These books have been carefully selected, with the hope that school directors may purchase them and add them to the libraries of our schools. We also give a suggested library list, which we recommend.

## INFORMATION ABOUT THE READING CIRCLE

For circulars, and for further information in regard to the Reading Circle and its work, address

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,  
DENVER, COLORADO.

## TRAVELING LIBRARIES

The Colorado Traveling Library Commission will provide books for the free use of small libraries, shipped in strong, wooden case, the only expense to the school district being the payment of the necessary freight or express charges. Teachers or school officers, desiring to secure the use of one of these traveling libraries, should address the

SECRETARY OF THE COLORADO TRAVELING LIBRARY COMMISSION,  
STATE CAPITOL,

DENVER, COLORADO.

## SCHOOL LIBRARIES

This course of study should be supplemented by good dictionaries and other reference-books.

The extent of the equipment depends upon the size of the school and nationality of the pupils, as well as upon the funds available for the purpose.

A good reference library may be started at small expense, as publishers make a special rate for school libraries, and the books to be obtained are reliable and attractive.

Publications of the United States government can be obtained free of charge through our representatives at Washington. Pamphlets issued by the bureaus of the United States Department of Agriculture may be obtained free of charge by application to the bureau issuing them.

Many railroads and steamship companies, as well as the various chambers of commerce, distribute illustrated advertising literature, to be obtained for the asking, that is of great value in geography classes. Some of the information contained in this advertising matter is difficult to find elsewhere. To begin one of these valuable collections, consult the advertisements of the various railroads and steamship lines, and write to the chambers of commerce of different towns and cities.

State publications may be obtained on application.

A list of carefully selected books is given, so that teachers and directors may be aided in making a choice of books for their libraries. If no library exists in your school, establish one this year, and thus enroll among the progressive schools which seek to enlarge their opportunities.

# BOYS' AND GIRLS' CLUBS

## ORGANIZATION

The organization of boys' and girls' clubs is simple. It is as follows:

### SCHOOL DISTRICT CLUBS

The teacher is the manager of the club.

The officers are generally a president, vice-president and secretary.

The club should include both boys and girls in its membership, generally known as The School Improvement Club.

The object of a club is to stimulate an interest in some particular line of work pertaining to the home and school life of the pupils.

A boys' club is generally an experiment club for work in some particular line in agriculture or manual training. A girls' club is usually a home culture club organized for some special line of work in domestic art, such as cooking, sewing or flower culture.

The names and addresses of the club members should be sent by the teacher to the county superintendent, and he should be informed of the nature of the work in which members are interested.

The work of the club is done largely at home, out of school hours, and during the summer vacation.

The time and character of the meetings, programs and exhibits of work done should be arranged by the teacher according to the nature of the work undertaken.

### COUNTY ORGANIZATION

The county superintendent is the manager.

The clubs are generally known as Boys' Experiment Clubs, and Girls' Home Culture Clubs or Domestic Science Clubs.

A county meeting for organization is generally held to which teachers are asked to send elected delegates from their respective districts.

Officers are elected as in the district clubs.

The work taken up depends upon the agricultural and home interests of the county.

## STATE ORGANIZATION

The state superintendent is manager of the state organization.

The officers are elected as in the county and district clubs.

The state manager works largely through the county managers. Full particulars are given on application to the state superintendent.















