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OFFICE OF
Indian Affairs
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1896

A. J. Standing
Carlisle Pa

June 10/96

Statement regard
to Normal Dept
at Carlisle School

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Dept

In reply to:

DEPARTMENT OF THE INTERIOR,
INDIAN SCHOOL SERVICE,

OFFICE OF SUPERINTENDENT,

Carlisle, Pa., June 10, 1896.

Hon. W. N. Hailman,
Supt. of Ind. Schools,
Washington, D. C.

Dear Sir :-

Replying to your letter of inquiry dated the 5th inst., I respectfully state as follows in regard to the Normal Department of the School, viz:-

This Department assumed its present organization in 1889, when two rooms in the then new school building were set apart for this purpose and placed under the care of a skilled teacher. Previous to that date there had been some work on the idea, then for the first time made practicable by the needed conveniences being provided.

Since the date mentioned the Normal Class has formed an important feature of the School work here, and produced excellent results. The pupils selected for the training to be given are taken from the Eighth and Ninth grades; they must show ability in scholarship and have a desire to follow teaching as a profession.

Their grade in scholarship will be shown by reference to Pages 18 & 19 of pamphlet showing the grades of the school enclosed herewith. By selecting from the grades mentioned, the student will have from two to three years' work before graduating. They are on trial one month, during which time their general ability and aptness are determined. If they are accepted as members of the class, their work

Hon. W. N. Hailman.

in that class stands in lieu of the half day manual work required of the students of the school.

The pupils constituting the classes of the two Normal rooms are of all ages from eight to fourteen years, and from the first to the fourth grade. The Normal students hear one recitation daily and take observations of the work done by the training teacher. An outline of the work is given them and they are required to bring model lessons written out, to be subjected to the criticism of the teacher in charge before presentation to the class.

Twice a week all the class receive instruction in periods of one hour and a half each ^{covering} drawing, reading and writing, numbers, geography, science, phonics, &c. Self study and the study of individual pupils and their needs is also inculcated and taught.

The general results where the class members are long enough under instruction are very beneficial in preparing the student for independent and intelligent work as teachers; but here as elsewhere, the end of the school period cuts short the career of many who if they continued, would make successful teachers.

I trust the foregoing with the Scheme of Grading may give you the information desired, but if more explicit data are required, we will be pleased to furnish it to the best of our ability.

Very respectfully,

A. J. Standings
Asst. Supt.

Scheme of Grading

—FOR THE—

INDIAN INDUSTRIAL SCHOOL,

Carlisle, Pa.

INDIAN PRINT:
MARCH 1895.

SCHEME OF GRADING

—FOR THE—

Indian Industrial School,

CARLISLE, PA.

- FIRST GRADE, (First year.) Lowest class of Room No. 13, (children.) Beginning class of Room No. 1, (adult.)
- SECOND GRADE, (Second year.) Second group of Room No. 13, (children,) and of Room No. 1, (adult.)
- THIRD GRADE, (Third year.) Third group of Room No. 1; first group of Room No. 2; third group of Room No. 13, possibly first group of Room No. 14.
- FOURTH GRADE, (Fourth year.) Second group of Room No. 2; all of Rooms 3 and 14; first group in Rooms Nos. 4 and 5.
- FIFTH GRADE, (Fifth year.) Possibly second group of Rooms Nos. 4 and 5; all of Room No. 6.
- SIXTH GRADE, (Sixth year.) All of Rooms Nos. 7 and 8.
- SEVENTH GRADE, (Seventh year.) All of Room No. 9.
- EIGHTH GRADE, (Eighth year.) All of Room No. 10.
- NINTH GRADE, (Ninth year.) Junior Class, Room No. 11.
- TENTH GRADE, (Tenth year.) Senior Class, Room No. 12.

Each room will be grouped into two divisions, (except Nos. 13 and 14.) The brighter and more evenly developed pupils will constitute one division. If teachers can do more effective

work by dividing these classes into two groups and alternating recitations for each session, they may do so; but, ordinarily, it will be found best to have half of each school composed of the brighter pupils, and the rest of the school classified so that the incompetent and worst laggards be grouped by themselves in the most difficult subjects, thus making allowances for individual differences and peculiarities of the pupils. In groups of this kind subjects may be made fewer. By careful co-ordination four, or at the most five subjects, according to their nature, should be enough for one session. Pupils will be advanced to higher groups or grades whenever they show sufficient power to do the work required in such groups or grades.



GENERAL SUGGESTIONS.

Programmes.

Teachers in arranging their programmes, will provide for three primary subjects to be recited upon three or more times per week. The remaining subjects as secondary will be recited upon three or less times per week.

Language.

Special attention should be given to language, articulation, enunciation, and purity of English of pupils in every grade. As soon as a pupil falls behind his grade because of imperfect English HE SHOULD RECEIVE SPECIAL DRILL.

Physical Exercise.

Inasmuch as sessions are continuous, each room should take a period not exceeding five minutes for calisthenic work, as a change, at which time doors and windows should be opened.

Manners and Morals.

See course of study issued by Department; also E. E. White's Outline can be had by applying at school office. Teacher must do earnest personal work. "Soul to soul contact is the only work that tells."

Teachers' Books and Helps.

Every teacher should study the various pamphlets issued by the Department, and be thoroughly conversant with their requirements. All books and aids furnished by the Department should be carefully studied by teacher.

Reading of Pupils; Rhetorical.

Pupils should be required to read several books from the School Library each year, under guidance, and then give an oral or written review of them. Lists of books adapted to the various grades will be furnished the teacher. All matter to be

read in class, should be selected because of its merit as literature. Such matter can often be abridged by teacher and printed, if not in available form for class. "It is more important to know what to read than to know how to read."

Drawing.

System in use to be followed as a guide, supplemented by much object drawing, dictation-work, designing, and making of working drawings, etc. Combine this work with science study and arithmetic when practicable.

Elocutionary Work.

Pupils will receive training in rhetorical work from week to week, in their respective rooms, and once per month a public exhibition will be given in the chapel, at which time each room will furnish one exercise.

FIRST GRADE. (FIRST YEAR)

Language.

ORAL.—Sense Culture. (See Calkin's Primary Object Lessons.) Talking lessons introductory to reading. Familiar objects talked about. Use as material leaves, stones, plants, natural phenomena, etc., from which lessons may be built up upon the board. With adults materials, tools and utensils used in shop and at work.

Watch articulation and enunciation. Drill on difficult sounds. First year's work with non-English speaking pupils should have much conversational work.

WRITTEN.—All sentences and words learned, written. Neat, accurate work on paper, slate, or board. Use one ruled line at first, more if thought best. Pen used at option of teacher.

READING.—Words and sentences taught from black-board using script. Base lessons on what interests the child. (See oral language work.) Have black-board lessons put into type at printing office for use of class. (At discretion of teacher.) Keep list of words taught. Teach to build up new words from word elements. Use selections from many First Readers suited to interest the class. (In adult classes adapt lessons to age and maturity; use no books with them at first.)

SPELLING.—Sounds learned. Trace and write every word learned. Use letter cards in word and sentence building. (See suggestions in "Course of Study" issued by Department.)

Form and Numbers.

NUMBERS.—Develop numbers from 1 to 10, using Grube's method modified to meet the needs of the pupils; with adult classes push the work as rapidly as their Development permits.

(Study Solden's Manual carefully, and other works on primary numbers.)

Give many problems applied and abstract. Teach symbols when ideas have been given. Give idea of halves, thirds, quarters, etc., using objects and measures familiar to pupils.

MEASURE.—Develop terms, large, small, long, short, narrow, thick, etc., inch, foot, yard, etc., in connection with number work.

FORM.—In connection with drawing, number work, and seat work, introduce form study, moulding, etc.; Pegs, splints, weaving, pasting, etc., for seat work with children.

Science Work.

NATURE STUDY.—Design to quicken observation, awaken a sympathy with nature, and to create an active, inquiring state of mind. Follow Jackman's "Nature Study" as a guide, Boyden's "Outlines." Make a careful study of the material in the neighborhood. Select the subject matter of observation and study from month to month according to the season. Observe changes of nature from day to-day.

PLACE LESSONS.—Leading to Geography. Position of objects on table and in room, developing direction, up, down, right, left, north, south, etc. Hints from "How to Study Geography," and other works. Adults receive lessons from globe.

ANIMALS.—Talks on body; observation lessons on dog, cat, horse, cow, sheep, domestic fowls, etc.

PLANTS.—Leaves, trees and their parts, growth and decay. For extended work study manuals mentioned above.

Drawing, Writing, and General Exercises.

DRAWING.—Work in modeling, drawing, and painting, as suggested in Prang's "Use of Models" and other works on sub-

ject. (Teacher to be guided by need and growth of pupils.)

Work rather with objects from the beginning, than conventional drawings. Use only as a means of expression

WRITING.—Begin with the word as a whole, deal with individual letter-forms later. Use board and paper,—no slates.

EXERCISE.—Give during session simple calisthenic exercises, marches, etc.

MUSIC.—Drills as prescribed by vocal teacher.

MORALS AND MANNERS.—Follow hints of pamphlet on subject in hands of teachers. All school work subordinate to character building, and aiming toward that.

SECOND GRADE. (SECOND YEAR'S WORK.)

Language.

ORAL.—Objects described with reference to most obvious parts and qualities. Picture lessons. Use Prang's Natural History cards. Make science work basis of lessons. Pupils should answer in complete sentences. Use exercises to help enunciation.

WRITTEN.—Short sentences composed by class written by teacher, copied. Questions answered in writing. Simple dictation by teacher. Statements written by pupils toward end of year.

READING.—(First Reader Grade.) Pupils build up their own lessons upon subjects interesting to them. Have them printed. Use many series of Readers, selecting only matter appropriate to class and season. Develop hard words in advance. See that pupil has thought before he attempts to express it.

SPELLING.—Continue slow pronunciation; all new words written and used. Letter cards for word building as seat work. Oral work as suggested by needs of pupils.

Form and Numbers.

NUMBER.—Continue work by Grube's Method to 20 and beyond, using simple fractional forms in partition. Use signs and Roman numerals as found in lessons and on clock. Count by 2's, 3's, 4's, and 5's.

SIZE.—Measure continued, made basis of number work. Use

nature work constantly in these lessons. Teach capacity—gill, pint, quart, gallon, peck, etc., by actual use of measures. Use these terms in problems; allow pupils to build up problems.

FORM.—Continue form study in connection with nature work, drawing, modeling, number and seat work. Make the work living, real to the pupils.

Science Work

PLACE.—(Use Jackman's "Nature Study" as a guide from month to month.)

Direction continued. Plan of room and school grounds talked about and mapped. Talks on farm and products, on land, water, clouds, and phenomena connected with them. Teacher will plan series for the year.

ANIMALS.—Types of animals studied from those familiar to pupils. Use pictures and Prang's cards,—bear, deer, lion, tiger, elephant, etc. Body lessons continued. Care of body, etc.

PLANTS.—Common vegetables and plants; roots, stalks, leaves studied and moulded, etc. Use all science lessons as basis of oral language work.

Writing, Drawing, and General Exercises

WRITING.—Only best work accepted from pupils. Give special drills on correct forms of most difficult letters and on spacing. Use guide lines and, if thought best, space lines. Insist on writing as a means of thought expression at all times; no practice merely for practice sake, except on movement exercises, etc.

DRAWING.—Simple objects drawn. Designs based on simple, natural forms. Color work. Draw patterns made in seat work. Thought and expression must go together. (See many hints for grade in manuals.)

EXERCISE.—As previous year, every session.

MUSIC.—Work as prescribed by vocal teacher.

MORALS AND MANNERS.—See outlines in hands of teachers. Work should be progressive. "All teaching should be ethical."

THIRD GRADE. (THIRD YEAR)

Language.

ORAL.—Talks about objects, animals, plants. Material classified as solids, liquids, etc. Qualities observed and considered. Require correct language, clear statement, close observation. Nature study, work in morals and manners, and every recitation will furnish material for this work. Commit memory gems, songs, etc.

WRITING.—Sentence writing at first under teacher's closest oversight. Short sentences about pictures and objects. Pupils should, toward close of year, "talk" readily and accurately with pen and pencil. Give simple exercises in dictation, use of capitals, and punctuation.

READING.—Easy Second Reader at beginning of the year. Everything read should have point to it, and be related to other subject matter studied; should awaken thought. No guessing at words. Distinct utterance.

SPELLING.—Spell new words met. Write parts of reading lesson. Copy difficult words from lessons and use in sentences. Keep special lists of difficult and misspelled words for review. Give phonic drills, enunciation drills, attention to syllabication, accent, etc. Study pupils' need in every exercise.

Mathematics.

NUMBER.—Continue work of previous grade to 100 and beyond. Addition, Multiplication, Subtraction, Division, every step. Teach tables thoroughly as fast as number is taught. Fractional forms, rapid calculation, and expression both oral and written. Problems using units of measure and things coming into daily experience of child.

VALUE.—United States money taught objectively by means of coins and toy money. Use in problems. Teach dollars and cents and use of decimal point.

WEIGHT AND MEASURE.—Use scales for weighing. Teach pounds, ounces, quarters, and hundred-weight.

Review tables of measure and capacity, and make these the terms basis of simple problems.

FORM.—Form work continued and made basis of problems as

well as drawing lessons. Kinds of lines, length of lines, surface, form, solids, etc.

Science Work.

GEOGRAPHY.—Talks on forms of land and water. Teach pupils important terms in an objective way. Study forms about you, and from moulding and pictures. Talks on the continents, their people, products and animals. (See Parker's "How to Study Geography." Use books like "Brooks and Brook Basius," "Each and All," "Child and Nature," and "Frye's Primary Geography.")

ANIMALS.—Body lessons continued. Lessons on Bird Family in connection with Nature study, using Jackman as a guide. Vertebrates, mammals, birds, reptiles and fishes, using only observations of pupils. Make lists of known specimens of each. Have living thing when possible, when not, pictures, charts and natural history cards.

PLANTS, ETC.—Ordinary farm productions, window gardening, changes of nature from month to month. Seeds, methods of growth. Forms of plants. Development of buds,—form, structure, name, etc. Work always appropriate to seasons.

Writing, Drawing and General Exercise.

WRITING.—Drill on formation of letters; freedom of movement. Use blank paper for practice, and whatever devices teacher may find helpful in training hand and thought to go together in expression.

DRAWING.—Lines, angles, plane figures arranged in simple designs. Symmetry about a centre, on an axis. Drawing from objects. Follow Prang's Manual as far as possible in the work. Carry on form and color work with the drawing. Make it a means of cultivating observation, a means of expression. Make simple working drawings, etc.

PHYSICAL EXERCISE.—Daily drills, movement exercises, breathing for chest expansion. Carriage of body, walking, clear enunciation, pronunciation, etc. Make some good manual on physical culture a careful study.

SINGING.—Work as special teacher may direct.

MORALS AND MANNERS.—As in previous grade.

FOURTH GRADE. (FOURTH YEAR.)

Language.

ORAL.—Pupils give substance of reading and other lessons. Short sketches read by teacher reproduced. Pupils commit selections from board. Oral drills on use of correct forms of verbs and pronouns. Should be able to distinguish parts of speech, subject and predicate, etc. Constant drills on enunciation. Clear and loud tones.

WRITTEN.—Sentence writing using correct forms of verbs, pronouns, and nouns. Story, letter, and note writing. Dictation; sentences involving quotation, and other marks of punctuation. Make science work basis of themes. Occupations, fruit and grain culture, domestic animals, etc. Aim at perfect work as to writing and punctuation. Thought and hand must go together. For variety of work elementary books may be used,—Hyde No 1. "How to Write,"—sometimes but not closely followed. Pupils' needs will be teacher's guide in planning and selecting lessons.

READING.—Easy Third Reader. Pleasant conversational tones; thought controlling expression. Bring in masterpieces of literature adapted to grade. Cultivate a taste for good reading. Use books from library. Use Eggleston's History stories and supplementary work on Geography and Science frequently in connection with work on those subjects.

SPELLING.—Spelling and meaning of all words used. Keep lists of misspelled words and have frequent drills. Use new words in sentences, dictation work, etc. Drill on correct sounds, pronunciation, accent, etc., constantly. Begin to use dictionary.

Mathematics.

ARITHMETIC.—Numbers used to 1000, or beyond with adults. Every step of the "fundamental rules" carefully taught. Multiplication table made thorough. Many problems, oral and written, based on pupils' experience for thought work. Require some written solutions for language work. Give elementary work in common and decimal fractions, denominate numbers, simplest forms of percentage and interest, for

variety of problems in fastening processes. Use book very little. Keep account books. Be thorough, considering quality rather than quantity.

SIZE —Review work of previous grades by making this basis of problems. Develop square inch, square foot, square yard, square rod, and acre, and apply in problems. Develop furlong, mile, league. Miscellaneous units as dozen, quires, gross, etc., carefully taught and made basis of problems.

FORM —Square, rectangle, and other plane figures may be made basis of problems. Solids and objects used in drawing classified according to type forms.

Science.

GEOGRAPHY.—Thorough review of objective work of former grades. Cover entire subject as presented in some good elementary book. Mapping of states and countries. Drill upon physical conditions before the study of political geography of any division. See hints on "How to Study Geography." Use supplementary reading on subject, making work basis of language. Use Fragmentary History in connection with this work. Also make a careful study of soil, soil making, minerals, rocks, etc., about you.

ANIMALS.—Continue various phases of nature study using "Nature Study" as a guide. Classify animals: Articulates, Radiates, Vetebrates, etc. Body lessons: use elementary works on Physiology as basis of instruction and written work. Use charts. Impress the laws of health, importance of cleanliness, care of teeth, nails, hair, etc.

PLANTS.—Review of work of previous grades. Discuss during appropriate seasons flow of sap, sleep and decay of plants, germination, fruitage, leaves, roots, bark, trunk, etc. Make familiar with common names of flowers and useful plants about them.

Drawing, Writing, and General Exercises.

WRITING.—Correct position, pen holding, freedom of movement. Require neat and correct work. Use blank paper for practice. Aim to give pupils a plain, legible, business hand, with ability to write rapidly and correctly.

DRAWING.—Do object drawing; make working drawings of

things to be made in the shop, designing, dictation work. Give instruction in form and color as found needful. Use Prang's Drawing Manual for Book No. 3. Use the drawing book as a guide, suggestive only of what the black-board work and supplementary seat work ought to be. Allow no mere copying of conventional drawing. All work should be a means of expressing thought as well as training the senses and the hand.

PHYSICAL EXERCISE.—Every need of the pupil from the social and hygienic side carefully looked after,—walking, sitting, marching, etc. A few minutes of rest and change every session.

SINGING.—See scheme of special teacher.

MORALS AND MANNERS—See outline furnished teacher and books in teachers' library. Use story, precept, example. Make this instruction a careful, personal matter to each pupil. Base your work on recognized needs of pupils from your observations.

Carefully teach points of etiquette, customs of most refined people, and encourage self-possession, repression and an absence of self-consciousness.

FIFTH GRADE. (FIFTH YEAR.)

Language.

ORAL.—Insist on topical recitation on all subjects. Memorize extracts. Science topics and topics of the day discussed. Historic characters talked about. Insist on clear, loud tones.

WRITTEN.—Use science and other lessons for themes of written exercises. Continue sentence drills on verbs, etc., with those (in groups by themselves) whose English is poor. Continue letter writing. Continue themes on manufactured goods and products, cotton goods, woolen, leather, etc. Insist on neat written work. Use Tarbell's No. 1 and other book of same grade as a guide. Aim to perfect spoken and written language by constant drill.

READING.—Third and Fourth Reader grade, Supplementary work bearing on Geography, History, Science, and Literature. Use books from library, newspapers, and magazines to culti-

vate a taste for reading. Aim to make fluent and intelligent readers. Plan all reading to enrich other subjects and to give pupils a taste for reading.

SPELLING.—All new words used in sentences. Lists of misspelled words found in exercises kept and reviewed. Dictation drills for punctuation. Use common abbreviations. Continued drills on sounds, enunciation, etc. Diacritical marks and their values in use of dictionary.

Mathematics

ARITHMETIC.—Drill in notation and numeration beyond thousands. Factoring and multiples taught thoroughly. Also common fractions and decimals. Reasons given for every process. Many practical problems given on black board for thought work. Many skeleton problems (yds \$. yds. \$.), bills involving fractional work. Occasional abstract work for drills in accuracy and rapidity. Constant reviews. Use books for reference, and selected problems,—do not follow closely. Require pupils to demonstrate objectively. Use various tables of weights and measures as basis of fractional problems. Much oral drill. Continue work in account books. Be thorough.

FORM.—Continue to use "form work" as basis of arithmetic lessons.

Science and History.

GEOGRAPHY.—Do field work in subject. Begin the use of some intermediate or advanced geography. Study North America; physical aspects, political divisions. A thorough final study of United States with mapping of separate groups of states. Use Hall's Geographical Reader and other books as supplementary reading, etc. South America.

HISTORY.—Some Primary History taken. The period of Discovery and Colonization; if time, the Revolution with the literature (adapted to mental development of pupil) going with these periods, all going hand in hand with the geography work. Use historical stories and short biographies in connection with work for general reading. Aim to gain a taste for history. Use maps and pictures illustrating work constantly.

ANIMALS—Previous lessons enlarged upon basing work upon "Jackman's Nature Study." Physiology once or twice per week, selecting subject matter from first half of book used, using Physiological chart, etc.

PLANTS.—Develop evergreens, deciduous, exogens, endogens. Study plant life and growth in season. Weekly lessons.

MINERALS.—Discuss minerals and metals, soils, etc., in connection with geography. Teachers make out list and gather specimens. Observe and discuss stratification of earth, formation of mountains, etc. Do field work in connection with Geography, etc.

Penmanship, Drawing and General Exercises.

WRITING.—Pupils should perfect their hand writing as to form and movement, require written work daily to be handed in and criticized. Give board drills on letter formation, and much seat drill on movement. Do individual work with careless pupils. Use blank paper for movement practice.

DRAWING.—Drawing from objects, designing and working drawings, following Prang's Manual for 4th book and books preceding. Careful work in form and color adapted to grade.

PHYSICAL EXERCISE.—As in previous grades.

SINGING.—See scheme of special teacher. (3rd group.)

MORALS AND MANNERS.—Same as previous grades. Discussion on conduct, character and study of great men as read about. Lessons from history and literature.

SIXTH GRADE. (SIXTH YEAR.)

Language.

ORAL—Watch language in recitation. Give special drill to all those who show weakness in English construction. Discuss news of the week, authors read and studied,—Longfellow, Whittier, Irving, Bryant, Hawthorne and others.

WRITTEN—Continue theme writing on authors, history, geography, science work in general; on occupations as printing, glassmaking, pottery, brickmaking, etc. Letters, social and business forms. Keep records of observation in Nature Study. Written recitations, reviews, and examinations. Use Hyde No. 2, 3rd and 4th parts, as a guide in Language work.

Should know forms and kinds of sentences met, parts subject and predicate, distinguish phrases and clauses met with in literature. Parts of speech, their modification, etc.

READING—Use reading matter of Fourth Reader grade. Supplementary reading on all subjects. Read with plan to help other subjects, as History, Literature, Geography, Science, and standard selections from best authors. Give pupils an opportunity for silent reading. Test power of thought getting. Use dictionaries constantly in preparation.

SPELLING—Dictation and other drills most needed by pupils, as shown in language work. Articulation and enunciation carefully watched. Use dictionaries.

Mathematics.

ARITHMETIC.—Review common and decimal fractions. Give reasons for every process. Occasionally write out solutions for language drill. Give drills on more difficult forms and operations of fractions not likely to be understood. Give many problems on board and much oral work. Make all work practical and business-like. Continue work in Denominate numbers and Measurements using the most practical subjects and tables. Give many problems on black-board for thought work. Aim at accuracy, speed, and thought. Keep account books.

FORMS, WEIGHT & MEASURE—In developing work use weights and measures and problems based on forms about the pupils.

Science and History.

GEOGRAPHY, HISTORY AND LITERATURE—Europe and Asia studied with review of North and South America in connection with History. See suggestions in "How to Study Geography" and "Course in History and Literature."

HISTORY—Study subject of Revolution, formation of Constitution, and Administrations using some elementary work as a guide. Supplementary reading on subjects. Supplementary history work in connection with geography of Europe and Asia. Use encyclopedias, etc. Teach pupils how to use helps intelligently. Use maps constantly. Aim at cultivating a taste for historic reading rather than giving facts merely.

Use intermediate book completing subject as begun in 5th grade.

ANIMALS, PLANTS, MINERALS.—Continue Nature Work of previous grades by same methods and for same end. In connection with Geography deal with facts of Geology and Mineralogy.

Penmanship, Drawing and General Exercises.

WRITING.—Deal only with individual cases who need special attention on this subject. Excuse all who have acquired a good hand writing and correct habits. Insist on best work in all written exercises. Drill poor writers and careless pupils on practice paper.

DRAWING.—Follow Prang's Manual for book No. 5. Review all previous work. Pupils should be able to express in drawing anything they see. Give object work, designing, color work, working drawings, ground plans of buildings, etc. with arithmetic work. Teach pupils to see correctly.

SINGING.—Special work. Third group.

PHYSICAL EXERCISE, MORALS, AND MANNERS, as laid down in previous grades.

SEVENTH GRADE (SEVENTH YEAR.)

Language.

ORAL AND WRITTEN.—Use Hyde No. 2, or some book of same grade as a guide. Teach most practical rules of syntax. Continue analysis. Review parts of speech and their relations in connection with literature read. Dictation drills, remedy defects in speech and written work. Continue composition, transcription, reproduction work, business form etc. Be guided entirely by needs of pupils.

READING AND SPELLING.—Fourth Reader grade dealing with masterpieces of literature, with Science and History, etc., to economize time. Spell words missed in written exercises. Drills on words and sounds not correctly enunciated. Have pupils read for twenty minutes, or have one read to the others, then all write an abstract or tell what they have read.

Teach pupils to read entire books intelligently, to use an encyclopediâ, and works of reference.

Mathematics.

ARITHMETIC.—Occasional drills for speed and accuracy. Review most difficult and most practical principles in common and decimal fractions occasionally that they be not forgotten. Cover entire subject of Denominate Numbers and Measurements. Begin Percentage,—easy practical problems in pupil's experience upon the board. Oral work daily. Perfect accounts. Hold pupil responsible for the essentials of subjects gone over in other grades by frequent reviews.

Science and History.

GEOGRAPHY.—Africa, Australasia, Oceans, and Ocean currents, Winds, Distribution of Heat on the Globe, Rain-falls. Distribution of Minerals, Plants, Animals. Review the related Geography in connection with History studied.

HISTORY.—Use Eggleston's History, covering subject to administrations. Encourage the reading of books bearing upon the various epochs as given in Higginson, Fiske and "History and Literature" for grade. Study by topic, and outline, always in connection with Geography of the period. Review often.

ANIMALS, PLANTS, MINERALS.—Physiology. Use Brand or some other book of same grade. Teach subjects treated in first half of book. Use chart and manikin constantly. Recite in subject two or three times per week. Continue "Nature work" of previous grade, by same method, and for same end. Make collection of minerals and other material for use in class.

Penmanship, Drawing, and General Exercises.

WRITING.—No special work should be necessary if previous work has been properly done. Make the matter an individual one entirely.

DRAWING.—Use Manual of Book No. 5, as a guide. Object Drawing, Designing, Working Drawings, Sketching, etc.

Physical Exercises, Morals, Manners, and all other needs of the pupil carefully looked after, as in previous grades.

EIGHTH GRADE. (EIGHTH YEAR.)**Language.**

ORAL AND WRITTEN WORK.—Use Supplement to Hyde No. 2, and Reed and Kellogg Graded Lessons or other book of same grade as a guide in selecting material for lessons. All composition work should be done after careful analysis of subject and other necessary preparation for writing. Mechanical execution of written work should be perfect. Deal with historical, literary and scientific subjects, events and questions of the day, adapting material to the needs and advancements of the pupil. Have each write and deliver an oration during the year.

READING AND SPELLING.—Reading should be used only as a source of help to other subjects. Spelling and dictation, etc., as the need is shown for it in their written work. (If previous work has been well done should not require much attention.) Dictionary should be constantly used. Do some work in word analysis, as the best interests of the class demand.

Mathematics.

ARITHMETIC.—Percentage in all of its practical applications, with business papers, notes, etc., used in connection with interest, discount, etc. Daily oral drill Give fractional problems requiring careful analysis. Review practical work in measurements, and important principles studied in lower grade, that they be not forgotten.

Science and History.

GEOGRAPHY.—The entire subject (from the political standpoint) reviewed for the last time. See hints in "How to Study Geography."

HISTORY.—Carefully cover subject from Revolution to the present time. Review entire subject. Deal with commercial, industrial, and educational advancement, literature and art during the various periods studied. Use pictures to illustrate periods. See that, in your history teaching "the pupil learns to sympathize with what is great and good; learns to hate what is base." Teach the lesson of good citizenship and patriotism.

PHYSIOLOGY.—Finish the subject as begun in the previous

grade, and review for the last time. Give the pupil general reading upon the subject.

Drawing and General Work.

DRAWING.—Use Manual of Book No. 5, as a guide. Work about the same as in previous grade. Working drawings, designing and object drawing, sketching.

MUSIC.—As assigned in schedule of work for vocal classes.

GENERAL WORK.—(Continued.)

NINTH GRADE. (NINTH YEAR.)**JUNIOR CLASS.****March to June.**

LANGUAGE.—Work to continue through the year. Use Tarbell No. 2. or book of same grade as a guide. Discard all matter already familiar to pupil. Give careful review in parts of speech and their modification. Analysis in connection with their literature work. Aim to write and speak good English. Have essays and orations frequently, at least once a month, during the year. In this work, spelling, penmanship, punctuation, construction of sentences, and arrangement of thought should be under constant helpful criticism.

LITERATURE.—Work to continue through the year. Seven American Classics. Selections from Riverside Literature Series, and English Classic Series. Reading for the year two or three volumes each of the list submitted to the class for selection.

PHYSICAL GEOGRAPHY.—Finish. Topical work on Geology, Political Geography and History of Nations and Peoples, as based on structure. Use works of reference constantly.

ARITHMETIC.—Develop all subjects beyond percentage, square root, cube root, practical applications of Mensuration. Miscellaneous problems for testing principles, and thought power.

BOOK KEEPING.—Finish subject. Business papers, used also in connection with Arithmetic.

DRAWING.—Base work on Book 6 of Prang's course; give much supplementary work. Work in Linear Perspective, Converging Lines, etc. Study objects and scenes in nature to

develop laws of perspective. Memory Drawing. Designing continued; Conventionalizing natural forms. Science work. Draw apparatus, objects; parts of flowers, and plants, etc., enlarged. Insects and parts enlarged, working drawings for shop, plans of things to be made. Girls design patterns of embroidery, etc. Pupils showing decided ability will join the Art Class.

September to March.

LANGUAGE.—Tarbell No. 2 finished. Review sentences, kinds and forms. Clauses, kinds and uses. Phrases, kinds and uses. Should have an excellent knowledge of English, and considerable power in its correct use.

CIVIL GOVERNMENT.—Finished. History reading, and review carried with it, using Fisk and Montgomery, and other books from library. Use the Federalist, and other data bearing upon the formation of the Constitution and its adoption. Use reference books.

LITERATURE.—American and English classics continued, with general reading and discussion. Stories of Mythology, Church's, Beere's, and Fisk's books used.

ARITHMETIC.—Entire subject thoroughly reviewed.

DRAWING.—Continued.

TENTH GRADE. (TENTH YEAR.)

SENIOR CLASS.

March to June.

LANGUAGE AND LITERATURE.—Genung's Rhetoric and topical review of English Grammar. Carrington's Patriotic Selections, Riverside Classics co-ordinating with period of General History studied. Course of general reading for summer.

GENERAL HISTORY.—Ancient Nations including Greece: Reading on mythology etc, in connection with literature.

SCIENCE.—Physics, Properties of Matter, Mechanics of Solids, Sounds, Botany, Nature study. Observation of phenomena during the year. "How Plants Grow," used in class.

MATHEMATICS.—Algebra begun.

ETHICS.—Seeley's "Duty" used once per week.

DRAWING.—Course in the Art Class for those showing special talent during the Year.

MUSIC.—See Special outline.

Work from September to March.

LANGUAGE AND LITERATURE.—Continued.

GENERAL HISTORY.—History of Rome. Mediæval and Modern History.

SCIENCE.—Physics, Light, Mechanics of Fluids, Heat and Electricity

ALGEBRA.—Continued.

ETHICS.—Continued.

MUSIC.—Continued as in special schedule.

OUTLINE OF WORK FOR TRAINING CLASS.

As much as possible let this work be from careful self study. Deal with psychological facts as remembered from childhood and as observed in child study.

Propound questions to be answered from pupil-teachers' observations and experiences.

Seldom, if ever, recite other men's thoughts upon mind study, unless in the summing up of a subject, or for some special object of your own—Teacher should know the writings of such men as Hopkins, Sully, Parker, Dewey, etc., but the student should gain his facts from child study.

PSYCHOLOGY.

Topics.

1. The Unity of Mind, and the Unity of Knowledge.
2. Senses and Sense Perceptions.
3. Elementary Ideas, Concepts, Associations, etc., (Tate's Outline may give suggestions here, but it is not fully reliable though helpful.)
4. The Will, the Emotions, Study of Temperament, with a careful application to every child in the school, (and, if teacher thinks best, every teacher and pupil-teacher.)
5. Motives. From lower to higher. (Hopkins' Outline Study of Man suggestive.)

6. Psychology of Attention (Parker's Psychology and Pedagogics is very suggestive.)
7. Psychology of Form and Number, and the teaching of them.
8. Psychology of Science, History and Literature, and the teaching of them.
9. Psychology of Language and the teaching of language.
 - a. To English speaking children,
 - b. To non-English speaking children.
10. Ethics, Psychologically considered.
11. Study of Brain and Nervous organisms. (More psychological and hygienic, than physiological.)

Pedagogics.

1. Subjects of study. Their relation and unity in the child's life and experience.
2. Modes of study.
3. Modes of Expression, 1. Gesture, 2. Speech, 3. Music, 4. Writing, 5. Drawing, 6. Making, 7. Moulding, and their places in Teaching, as,—a. Thought intensifying, b. Mind developing.
4. Examination of devices and methods on the various subjects of study, 1 Reading, 2. Number and Form, 3. Oral and Written Language, 4. Penmanship and Drawing, 5. Music.
5. Educational Principles, Methods, and Devices.
6. School Management, Government, Character Building.
7. Course of study for reservation ungraded and graded schools.
8. The right use of Educational and General Magazines and Journals. Importance of Summer Schools, Institutes and other helps to teachers.

History of Education.

(In connection with the reading of General History.)

1. Early education; before the Christian Era. China and India.
2. Christ as a Teacher. Based on the Gospels.
3. Greek Education. Centering around Socrates, Plato and Aristotle.
4. Roman Education.
5. History of the Middle Ages, based on a few principal

names, Charlemagne, Alfred, Mohammed, etc, (Instructor will select material as suits her purpose.)

6. Jesuit teachers, and their systems.
7. Comenius, Rousseau, Pestalozzi, Frœbel and the kindergarten.
8. Mann, Page, Barnard, Harris, Parker and others selected by Instructor. Modern education abroad and at home.

NOTE.—Deal very lightly with subjects 1, 5, and 6. Begin with topics 7 and 8 and later lay much stress on 2, 3 and 4.

DEPARTMENT OF MUSIC (VOCAL.)

Following is the plan of work in the school:—

1. Breath control, voice culture, and correct enunciation, taught by means of systematic exercises given at each lesson. *
2. Study of the scale, using syllable, number, and note-names.
3. Modulation into new keys.
4. Reading. Principal stress is laid upon staff-notation, the tonic-sol-fa notation is also used.

NOTE.—Since a clear and musical conception of the scale is the foundation for a correct and keen sense of harmony, scale study forms a prominent feature of the work in all of the grades. Each step of the scale is presented as an interval in a chord of which only one interval is expressed, the other two intervals, however, attend upon the expressed one, with more or less tenacity, according to the musical sense of the pupil, and either are, or should be in his mind, when he hears the given interval, therefore they are next presented. For instance, (1) being given, calls for 5; the next step is to sound them together, then 3 is brought to complete the chord. After this 1, 4, and 6; then 7, 2 and 5; thus fixing in the mind the tonic, dominant and sub-dominant chord relation. This leads, in the higher grades to the study of chord progressions in three and four part harmony, inversions, and subsequently to class inventions in harmony.

* Delsarte, Gutmann, Wm. L. Tomlins.

INSTRUMENTAL.—Stephen A. Emery's Foundation Studies used. Kohler's Piano Method. Studies by Czerny, Cramers, Lebert and Stack and others.

ART CLASS.

First Year.

FALL AND WINTER TERMS.—Charcoal drawing from Geometrical blocks and simple still life studies.

SPRING TERM.—Charcoal drawing from cast and nature. Water colors from still life. Clay modeling from object.

Second Year.

Charcoal drawing from cast and life. Water colors from still life and nature. Clay modeling from cast.

List of Books Used in the School.

MATHEMATICS.—Algebras—Robinson's, Wentworth's; Arithmetics—Franklin's, Goff's, Fish's, Harper's, Safford's, Prince's, Appleton's; Book Keeping—Lyte's, Meserve's.

CIVIL GOVERNMENT.—Mowrey's

DRAWING.—Prang's Series.

GEOGRAPHIES.—Barnes' Complete, Monteith's Physical, Our World No. 2, Hall; Barnes' Elementary, Our World No. 1, Hall; Warren's Primary, Swinton's Elementary.

BOTANY.—How Plants Grow.

HISTORIES.—Barnes', Eggleston's, U. S. Higginson's, Leeds', Goodrich's, Swinton's; Outline of World, Swinton's, Myers' General History.

LANGUAGE BOOKS.—Kellogg's Graded Lessons, Kellogg's Higher Lessons, Hyde No. 2, Knox's Elementary, Tarbell's Lessons No. 2, Hyde No. 1, How to Write, How to Talk, Tarbell No. 1.

PHYSIOLOGIES.—Alcohol and Hygiene, Brand's, Pathfinder No. 2, Sound Bodies, House I Live in, Pathfinder No. 1.

PHILOSOPHIES.—Cooley's, Appleton's.

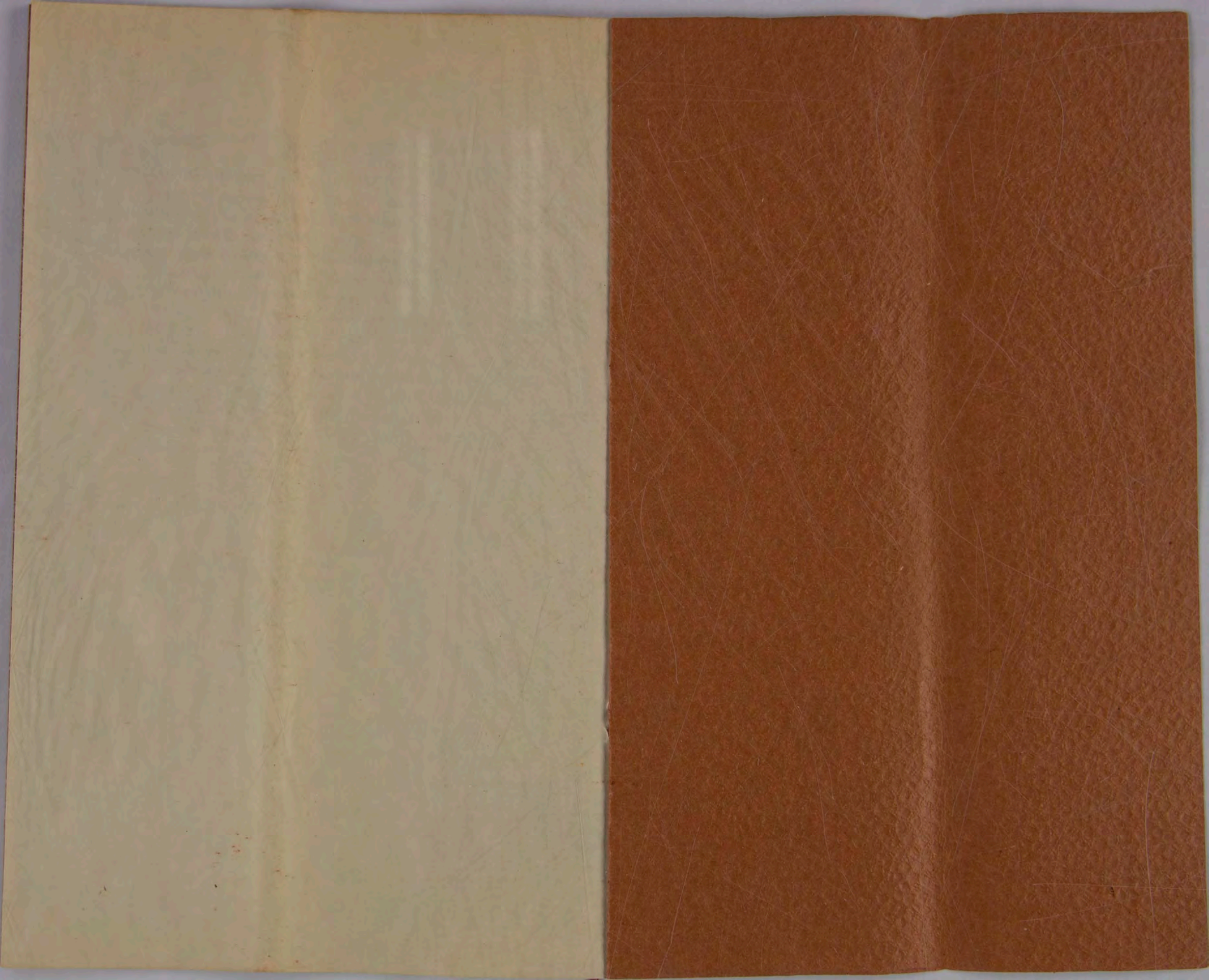
READERS.—Series in use.—Appleton's, Harpers', Lippincott's, Monroe's, McGuffey's, Swinton's, Sheldon's, Wilson's.

READING, SUPPLEMENTARY.—Animate World, Black Beauty, Cats and Dogs, Christmas Stories, Child's Book of Nature, Claws and Hoofs, Flyers and Creepers, Feathers and Furs, Geographical Reader and Primer, Grandfather's Stories,

Golden Book of Choice Reading, Harper's Young People, Illustrated Primer, Kitchen and Dining Room, Model Reader, Our World No. 1, Patriotic Reader, Parlor and Bedroom, Robinson Crusoe, Swiss Family Robinson, Stories of Our Country, Stories of Other Lands, Webb's New Word Method, Wide Awake, American Classics.

TEACHER'S BOOKS.—American Citizen, Dole; Book of Fables, Courses and Methods, Calisthenic Songs, Choice Selections, Calkins' Primary Object Lessons, Calkins' Manual of Object Teaching, Duty, Seelye; First Steps in Science, Grube's Methods, Hand Book of Yaggy's Chart, How Governed, Lectures on Teaching, Morals and Manners, Prang's Manual of Drawing, Primer of Politeness, School Room Guide, Selections for Memorizing, Topics for Geographical Teaching, Use of Models, Page's Theory and Practice, Allen's Mind Study, Parker's "How to Study Geography," Parker's Talks on Pedagogics.

REMARKS.



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