

THE EDINBORO QUARTERLY

COURSE OF STUDY
READING



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COLLEGE ARCHIVES

The Edinboro Quarterly

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Some General Principles Involved in Making a Course of Study

A course of study is an arrangement of subjects corresponding to certain steps in mind development, or the adjustment of various phases of subject matter to corresponding phases of mental activity.

The purpose of any outlined course is to give the teacher a mere skeleton of suggested material, about which she may construct for herself such completeness of plan and method as may be suited to her individual needs. It maps out in a general way the work to be accomplished in each grade. There is but little suggestion of method of presentation and the plan must be broad enough and free enough to give full scope to the initiative and individuality of the teacher.

Material of varying degrees of difficulty has been selected in the hope that each teacher may be able to find something adapted to her needs. More work is outlined for each grade than is really expected to be successfully covered in order to develop standards of values and the power of selection on the part of the teacher.

It is expected throughout that the teacher shall keep in mind continually the bearing which one subject of study may have upon another, and that she

will so correlate the various subjects that the maximum amount of work may be accomplished in the shortest time necessary to do it well.

There is a widespread feeling throughout the country that there are too many subjects attempted in our public schools, that the teachers have no time to stop for the sake of thoroughness, that the knowledge of children is superficial, that they are not trained to proper habits, and that too many pupils fail to complete a year's work in a year's time. The trouble may be due, in part, to the number of subjects attempted and the ineffective methods of presentation, but it is due more to the extent of the subject matter offered in each grade. Courses are often too elaborate, and cover so much ground that time is wasted on isolated facts and non-essentials.

Scientific curriculum making is still young. No principles that have been formulated, have received sufficient approval to make them seem like a safe guide for the selection and arrangement of the material to make up a course of study. The work of the committee of the N. E. A. on **Economy of Time in Education** will doubtless throw much light on this problem. For the present, curriculum making must

TIME SCHEDULE FOR ELEMENTARY SCHOOLS.

	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
Reading	385	450	365	420	350	370	285	300	160	180	120	150	100	120	100	120
Writing	60	70	100	100	70	100	75	75	80	100	90	100	50	60	45	60
Arithmetic ...	50	75	75	100	150	175	160	175	200	225	225	250	200	220	225	250
Spelling .....	.....	.....	50	60	60	60	75	75	75	100	75	90	60	70	60	70
Lang., Gram., Lit.	60	60	50	75	160	175	160	175	150	165	150	165	125	150	150	170
Geography ...	.....	.....	.....	.....	50	70	100	125	125	150	125	150	175	200	175	200
History and Civics .....	.....	.....	.....	.....	30	40	50	60	100	120	110	125	200	220	200	225
Science, Nat- ural History	30	40	30	45	50	60	50	60	45	60	45	60	45	60	45	60
Drawing and Handwork .	100	120	220	240	75	90	80	90	65	75	65	75	65	75	60	70
Music	60	75	75	75	75	75	100	100	75	90	90	100	75	90	75	80
Manual Train- ing	40	40	40	60	45	60	60	60	60	60	45	60	45	60	45	60
Physiology ..	20	20	20	30	30	45	30	45	50	60	45	60	45	60	45	60
Phys. Culture	50	70	50	75	75	100	85	85	100	100	100	100	100	100	100	100
Opening Ex. .	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
Recess	75	90	100	120	150	150	150	150	90	90	90	90	90	90	50	50
Unassigned Time	90	100	100	100	125	.....	115	.....	200	.....	200	.....	200	.....	200	.....
Totals	1155	1350	1350	1575	1575	1650	1650	1650	1650	1650	1650	1650	1650	1650	1650	1650

continue to be more or less haphazard and unscientific.

In the arrangement of this curriculum for the Training Department of the Edinboro State Normal School, several fundamental and generally accepted principles have been kept in mind.

I. Content: A course of study for any school should be deeply rooted in the home interests of the children making up that school.

II. Standard of Values: Those subjects and those parts of subjects are most valuable that will have the greatest effect in modifying in the right direction the after behavior of the child.

III. Economy in Learning: The child learns with the least effort when he has an immediate and vital interest in the process.

Evaluation of Subjects

Teachers are likely to give extra time to their favorite subjects. It must be manifest that the reduction of the number of subjects and the amount of subject matter in the various courses of study, enabling each teacher to cover the term's work with an ordinary class, must also be followed by a proper apportionment of the time to the various studies in accordance with their relative values.

A table is presented on page 2 outlining a minimum and a maximum time to be given to each subject in the elementary school by grades. This table should govern the formation of all school programs.

Modern courses of other cities have been carefully studied and many valuable features appropriated. It is not assumed that an ideal course has been prepared; neither is it expected that the course will fit all conditions.

READING

Reading is the medium for thought-giving as well as for thought-getting, and so by common consent it is considered the most important study in all grades. It is the key to much knowledge that cannot be gained by any other means. Scholarship in arithmetic, history, science and what not, is dependent upon ability to read. Good reading leads to clear thinking, therefore the essential function of reading is to arouse thought, and to develop the power to comprehend thought. This power, once acquired, is of great importance to the pupil. Appreciation of literature, and proper vocalization readily follow, and these powers are invaluable assets in the pupil's life, both now and later. The teacher should not only encourage pupils to read, but she herself should read to the pupils. She should keep in mind the higher aims of the reading lesson, to cultivate the heart and mind, so that the reading lesson may point the way to right thinking, right feeling, and right living.

Learning to read entails many processes, therefore no one method of teaching should be chosen. The senses of sight and hearing and the vocal organs must be trained; imagination must be quickened; attention and memory must be cultivated; countless physiological difficulties and psychological characteristics must be overcome; the teacher should, therefore, have entire freedom as to the choice of method.

But method in itself is of no value excepting as it is developed by the skillful and tactful teacher. All methods fall with the incompetent teacher. Every teacher must herself impart the stimulus that makes the child desire to read, and that gives him the

power to do it. She must understand his instinctive efforts, and supplement and aid him by her knowledge of the laws of association, interest, and fatigue. Her choice, also, of reading material must be sympathetic and wise, for upon it depends the formation of the child's early reading habits and selective taste.

Freedom of choice in method does not imply lack of method, and no teacher can hope to teach any subject with success who has not looked well to her own preparation. No teacher can hope to depend upon inspiration, natural talent, or intuition. The progressive teacher must read, study, think for herself, and keep herself informed on the subject which she is teaching, in this case, reading.

Moreover, the clever teacher will make a study of her pupils. A sympathetic knowledge of their various interests, notions, and defects will help to solve half her problems. The teacher who understands will correlate the teaching of reading with the child's actual experiences, activities, and other lines of development and study.

In the primary grades, the teacher must emphasize the mechanical mastery of the printed page.

Sight reading develops ability of presentation on the part of the reader and attention on the part of those listening. The child should be taught to read well; he should also be taught to listen well. In this exercise, sight reading is of great value.

Silent reading, also, is an important exercise, for outside of the school room, the child's reading is naturally in silence.

The study of the English masterpieces should begin in the lowest grades, where these are told to the

children in the form of stories. This study should continue through the grades, increasing in difficulty with the growth of the child's ability to read.

Dramatization may be made a valuable part of the work in connection with reading.

Supplementary reading should be standard literature.

Three kinds of reading: recitation reading, supplementary reading, and sight reading should each receive special attention. Recitation reading, that which involves study, instruction, and practice, should be in degree of difficulty, slightly in advance of the average reading ability of the class, presenting material that challenges some effort both in getting the thought and in expressing it properly. Supplementary reading should be such as presents no serious difficulties of mastery either in the mechanics or the comprehension of thought. Sight reading should be somewhat below the average ability of the pupils, offering no obstacles to the free and effective presentation of thought.

First Grade Reading

The most important subject in the primary grades is primary reading. It should be given more time and emphasis than any other subject. The best method still seems to be a question open for discussion. In arranging our course of study, our aim is not to follow, too closely, any special method, but to use the best of the different methods.

Our object is to create in the child a desire to read. To do this he must be given something worth reading, closely connected with his life and his vital interests.

A child not used to story telling needs more attention than a child

whose life has been full of nursery rhymes and stories, for he does not know the joys of story land and has no desire to find them out for himself.

Stories and rhymes should be read throughout the grades to create a love for good literature, an incentive for reading, and a chance for the child to use his imagination, and power of imitation. They must be simple enough for him to read easily, have some dramatic action, and some human quality to appeal to his love and sympathy.

"The Story Hour Reader" is used for our basal reader. The rhymes and stories are appealing and interest is aroused from the first. The possibilities for dialog and dramatization are excellent, and these serve as an outlet for the child's superfluous energy.

Outline of Method:

- I. Tell the story.
- II. Dramatize the story.
- III. Write the story. (On the black board.)
- IV. Analyze the story. (1. Words in groups. 2. Sight words. 3. Phonetics.)
- V. Read the story from the book.

During the first few days, while arranging the program and getting started, rhymes and rote songs, directed by the manual, may be taught. The teacher cannot but feel well acquainted with Mary Elizabeth and James after she has dramatized Little Miss Muffet or Little Bo Peep.

I. The teacher should tell the story, being careful to use the words of the book. She should feel the story and think the story from the standpoint of the child, emphasizing only the important parts. If it is well told, the child will be anxious to reproduce the story, as the child is a natural imitator.

II. Before dramatizing the story, a few minutes should be spent in talking over the different characters. The descriptive parts should be told by the teacher until the child is able to tell them, or, after the pupils are used to dramatization the descriptive parts may be omitted.

III. After dramatization, groups of words containing a thought are written on the blackboard, using the exact words, and spacing the lines as they appear in the primer, as:

Little Bo Peep lost her sheep.
She looked and looked, but could not find them.

Questions should follow which may be answered in the words of the primer:

What did Little Bo Peep lose?
What did she do?

The teacher should require that answers be made in the form of a complete sentence, and that proper emphasis be given the important word in the sentence, for the sake of good expression.

IV. It is not necessary that the child should know every word in the story at first, only those words which present a concrete idea, or which may be readily acquired through association. These later become familiar to the child through repetition and phonetic drills.

(a) The division of the story into thought groups is the first step in analysis. A thought group consists of a series of related sentences which together express a complete thought. The teacher may select thought groups, or, get them from the children by means of questions and pictures.

(b) The next step in analysis is the oral expression by the child, of each sentence in the thought group,

using questions and pictures as an aid. The thought groups are then put on the board, sentence by sentence, as they are given by the child.

(c) The third step is the selection of a group of words from a sentence. The child recognizes the word group, finds that he can read this group without hesitation and can therefore give his entire attention to the meaning of the sentence as a whole. It is much easier for the child to learn "Then she went" in connection with "Then she went to Little Miss Muffet," than it is to learn the word "then."

(d) Before the child can get the words phonetically, it is necessary for him to enlarge his vocabulary rapidly. This is done through sight words. Words are chosen which convey some idea to the child and are recognized immediately at sight.

(e) In teaching reading, our great aim is for the child to be able to get new words without aid. To do this the child must have phonetic power. The words to be drilled on phonetically are chosen from the rhymes. These words are called key words. They are first taught as sight words, and afterwards analyzed into phonograms. For example, the sound of "f" is developed from "find" in "Little Bo Peep." The family "at" is taught from the word "sat" in "Little Miss Muffet." After the sounds of the consonants are learned, the child readily blends them with familiar families and makes new words. Constant drills upon word groups, sight words, and phonetics are necessary until the child is able to read mechanically and give his attention to the thought.

V. The final step is the reading of the story as a whole from the book, and this is the teacher's opportunity to help the child develop a well modu-

lated voice, clear enunciation, pleasing manner, and good expression.

The following are a few devices for teaching sight words and word groups:

1. The teacher holds a perception card. The child tells what is on the card and then takes the card and matches it on the blackboard or chart.

2. The teacher holds the perception cards. The child finds the same word or group of words in the book.

3. The teacher flashes the cards, the children see who can get the most cards by telling the word or group on the card.

4. As the child tells the word or group, he may skip and place the card on the chalk tray.

5. The child may choose any card on the chalk tray and match it with the word on the board or the chart.

6. The teacher covers a portion of the word group and has the child name the group.

7. The teacher places the cards on the chalk tray. One child may be blindfolded, or better, asked to skip to back of room. Another child points to a word. The child blindfolded asks: "Is it 'Then she went?'" The entire class answers "Yes" or "No," until the right card is found.

8. The chart or blackboard may be used. The teacher holds a bundle of colored splints. She points to a word or group with one of the splints, and the child who first tells the word, receives the splint.

9. The teacher flashes cards, telling the children when she comes to a certain word, they may clap or stand.

10. Place the cards on the chalk tray. Two children may race to see who can first get the cards as the teacher calls for them.

11. Place the cards on the chalk tray. The teacher indicating a child says: "Bring me 'Looked and looked.'"

12. Place the card on the chalk tray. The children put their heads down. The teacher removes one card, at a signal the children look up, and a child is called on to tell what card has been removed.

13. Place the cards on the chalk tray. Two children may run a race to see which one can take the most cards to the teacher, reading the card as he hands it to her.

14. Place the cards on the chalk tray. A child stands at either end, at a signal, they begin naming the cards. The object is to see which one can reach the center first.

15. The children rise, one row at a time. The teacher flashes cards, each child names a card then sits down.

16. Cards are flashed containing words that express action. A child is called upon to perform the action.

There are three sets of cards with The Story Hour Method: the word, group, sight words, and phonetic cards, but a teacher can easily make her own sets of cards and use the devices with any primer.

Print is used in presenting the lessons, therefore the printed word is already familiar to the child when he begins to use the primer. His use for script and the study of it is developed later.

Much reading may be taught incidentally. Directions may be put on the board for the children to read and follow; stand, turn, pass, sit, skip, hop to the door, etc.

Names of stories told may be written on the board.

When dramatizing, the part the child is to take may be written on the

board. In playing games the score may be kept in words on the board.

When possible, after the work is well started have two divisions. This prevents the slower ones from getting behind and thus losing interest, and the brighter ones from losing interest because they have to wait for the slower ones. There are always leaders in each division to act as a spur for the slower ones.

After The Story Hour Primer is completed and the children have acquired a working basis, other primers are taken up. The aim is to have the child get the thought and be able to give it to others. He may be encouraged in this way by reading to other members of the class, or to the members of his family. The influence and sympathy of those at home are a great aid to the child in developing his reading power. Questions are also a great aid in bringing out the thought of the story, and in arousing the child's interest to read the story to the end. Referring to the illustrations will also help. If a child is just working for words he is inattentive, if he is working for thought he is interested.

Books read during the First Year:
The Story Hour Primer.
Free and Treadwell Primer.
Elson Runkel Primer.
Bender Primer.
Horace Mann Primer.
The Story Hour First Reader.
Free and Treadwell First Reader.
Aldine First Reader.

Second Year Reading

In the first grade, the plan is to create in the child the desire to read, and to give him power to do so. In the second grade the plan is to make him anxious to read for himself the stories he loves. He should read, read, read, all the first readers obtainable,

and then as many second readers as possible. He should also be furnished a great deal of supplementary reading.

The reading period should begin with a short word and phrase drill. The children should read parts of the lesson silently, receiving necessary help with hard words. If possible the hard word is worked out phonetically by the child. If it is a sight word, the teacher asks a question which will recall the word to the child.

Books read during the Second Year:

Story Hour Primer.
 Free and Treadwell Primer.
 Elson Runkel Primer.
 Edson Laing First Reader.
 Story Hour First Reader.
 Tell Me A Story.
 Free and Treadwell First Reader.
 Aldine First Reader.
 Graded Literature First Reader.
 Horace Mann First Reader.
 Bow Wow and Mew Mew.
 Story Hour Second Reader.
 Elson Second Reader.
 Graded Literature Second Reader.
 Free and Treadwell Second Reader.
 Cyr's Second Reader.

The children have access to the following books, and as many as possible should be read in the first and second years:

Little Bear, Laura R. Smith.
 The Little Cotton Tails, Laura R. Smith.
 I unny Cotton Tail, Laura R. Smith.
 Horace Mann Second Reader.
 Horace Mann Introductory Second Reader.
 Sloan Primer.
 Sloan First Reader.
 Sloan Second Reader.
 Gordon Primer.
 Gordon First Reader.
 Gordon Second Reader.

Davis-Julien First Reader, Parts I and II.

Davis-Julien Second Reader, Parts I and II.

Haliburton Primer.
 Haliburton First Reader.
 Brooks First Reader.
 Brooks Second Reader.
 Elementary Reader First Reader.
 Elementary Reader Second Reader.
 Child Life First Reader.
 New Educational First Reader.
 Pathway's Second Reader.
 Merrill Primer.
 Merrill First Reader.
 Hiawatha Primer.
 Wade and Sylvester Primer.
 Baldwin and Bender First Reader.
 Jones First Reader.
 Jones Second Reader.
 Barnard Language Reader.
 Elson First Reader.
 The Bacon Primer.
 Young and Field Book I.

Third Year

Reading is the key to all other subjects in the curriculum. Therefore the first business of the school is to teach pupils to read.

By the time the pupil has reached the third year in school he has overcome many of the difficulties, and he is beginning to find pleasure in reading to others as well as to himself. Place before the child the literature in which you know he is interested and thus encourage the reading habit.

In this grade there are two reading periods each day. One is a study period, and the other is prepared under the direction of the teacher. All unknown words should be mastered before an attempt is made to read an assigned lesson, and word and phrase drills should be given when necessary. Words in lists are more difficult to recognize than words in phrases and

sentences, and we suggest an abundance of easy supplementary reading rather than too much word drill.

Encourage silent reading. Make great use of supplementary readers, also encourage use of library books for this grade. The teacher will find her work greatly lessened if she will discover worthy motives for the reading work in her class, some personal relation to the reading material. Thought questions are prepared to aid the child in getting the thought from the paragraph. Often parts of the lesson are read silently, the child giving the thought in his own words. The selection is often reviewed and practice given in oral reading, and the child reads to the class the parts he likes best, some humorous part for example.

Children need to hear much good reading. There is no other way in which a child can form an ideal sense of good reading. Many children hear no reading in their homes, therefore the teacher must supply this lack, so that she may furnish standards for them. Good readers from another grade may perform a similar service. A further advantage in reading to children is to show them how much the teacher gets from the poem or story that has meant so little to them.

Pupils should be held responsible for the recitations of their classmates. Responsibility is placed more and more upon the pupils as they develop in ability. Dramatic reading and dramatization are taken up as in previous years. In preparing a story for oral reproduction or for dramatization, the pupils may decide which part should be told or played first, which next, and so on. This leads to an outline for topical recitation or to serve as a guide in composition. The teacher

should guide the children in this work, teaching them to be critical of their own titles and outlines, commending that which is good and pointing out that which is bad, and giving reasons for their judgment.

Books read during the Third Year:

Story Hour II, Coe and Christie.

Free and Treadwell II.

Free and Treadwell III.

Graded Literature III, Judson and Bender.

Art Literature III, Frances E. Chutter.

Old Mother West Wind, Thornton Burgess.

Ned and Nan in Holland, Olmstead and Grant.

Merry Animal Tales, Madge A. Bingham.

Fourth Year

Reading in the fourth grade is a continuation of the work as presented in the previous grade. An effort is made to interest the children in library reading. In this and succeeding years it is of the greatest importance to develop a reading habit. The child should be encouraged to read books from the school and public libraries.

There should be a silent reading class to encourage library reading. The child may choose his book or magazine from the grade library, choosing the one best suited to his taste. All children are not interested in the same book, and failure to recognize this is often the cause of leading the child away from books. The teacher should find out the taste of the individual pupil and assign the reading to further his interest. She should know the books of the library and should dialy turn to them for reference, and correlate them with lan-

guage, geography, history, and whatever else possible.

In the silent reading lesson the teacher should assure herself that the pupil is really thinking as he reads. At times she will need to challenge his mastery of a situation and again she must direct him toward essentials. Questions may be assigned to direct the silent reading. Pupils may be at liberty to rise and read short snatches to the teacher or to any classmates who wish to listen. One pupil may find some joke or an interesting current event which he wishes to share with the others. Or, he may wish to tell a story that has been particularly interesting to him. All these devices are of great value in strengthening the pupils' English expression.

Books read during the Fourth Year:

The Dutch Twins, Lucy Fitch Perkins.

For the Children's Hour, III, Carolyn Sherwin Bailey.

Dramatic Reader, III, Augusta Stevenson.

The Expressive Reader, IV, Baldwin and Bender.

Graded Literature, IV, Judson and Bender.

Art Literature, IV, Frances E. Chutter.

Evenings with Grandma, Part II, The Davis-Julien Readers.

Evenings with Grandpa, The Davis-Julien Readers.

Poems and stories to be read to the children:

Paul Revere's Ride.

The Wreck of Hesperus.

The Blue and the Gray.

Joc and Jerry, Primary Education.

The Penny Bank, Primary Education.

Nephew David, Primary Education.

A Dog of Flanders, Ouida.

Pinocchio.

Bible Stories.

The Golden Windows, Richards.

Mother Stories, Lindsay.

Grade Library

Merry Tales, E. L. & A. M. Skinner.

Animal Folk Tales, Anne A. Stanley.

Fanciful Flower Tales, Madge A. Bingham.

The Japanese Twins, Lucy Fitch Perkins.

Indian Stories, Newell.

Indian Child Life, Eastman.

Docas, the Indian Boy, Snedden.

The Far East and the Far West, Mara L. Pratt.

Days Before History, Hall.

Colonial Children, Mara L. Pratt.

Grandfather Stories, Johonnot.

Little Lord Fauntleroy, Burnett.

The King of the Golden River, Ruskin.

The Birds' Christmas Carol, Wiggin.

Marta in Holland.

Children of the Arctic.

The Loyal Little Red Coat.

Two Little Confederates.

Mother Stories, Maud Lindsay.

More Mother Stories, Maud Lindsay.

The Early Sea People, Dopp.

The Early Cave Men, Dopp.

The Later Cave Men, Dopp.

The Tree Dwellers, Dopp.

St. Nicholas Magazine.

Little Folks' Magazine.

Something To Do Magazine.

Bird Lore Magazine.

Numerous supplementary readers.

Fifth and Sixth Grades

It is now time to read to learn. Up to this period children have been learning to read. All the mechanics of reading are now thoroughly mastered, so that the greater part of the reading period may be devoted, henceforth, to correct interpretation of the

thought and feeling embodied in the piece of literature before the pupil.

This is the time to secure good, fluent, oral reading, the principles of which have been carefully outlined in the work of the lower grades. But the teacher must not think that the previous years have finished the work in word drill and the application of phonics. This knowledge should lead to an intelligent use of the dictionary. The study of prefixes and suffixes as well as rapid drill in pronunciation will now be found to be most effective. Special attention also should be given to the use of pauses for emphasis and inflection. The teacher should read to pupils, not only for their pleasure, but also to serve as model in oral expression.

Reading in a hesitating, stumbling manner is generally caused by insufficient drill in independent word getting, by the old method of reading one word at a time, by impaired eyesight, or hearing, or by poor health.

In these grades and in succeeding grades, the amount of required reading in connection with history, geography, language, and nature study, will steadily increase.

Silent reading is now becoming more important. Its prime object is the getting of thought, not just skimming over it, but getting the idea contained in the paragraph. This may supplement every other subject of the curriculum, and the reading done during this period should be used as a basis for any class exercise or written work. Correct habits of study should be among the most important results to be secured in the teaching of reading, especially through the silent reading period.

The work of dramatization should be continued. The aim should be to

broaden the child's appreciation of the character which he impersonates. Dramatization may be used, also, for descriptive work either in oral or written composition.

Another important aim of the work in reading for the last four years of the elementary grades is to create in the pupil desire to read, and, especially, to make use of books from the school or public library.

The faculty of memory may be stimulated by a review of the memory gems of previous years. Broadened experience on the part of the child will enable him to interpret better the meaning in them, which in earlier years was not quite clear to him. Exercises of this kind will also greatly help the thought-getting power in the silent reading.

In presenting a new piece of literature to the class, the teacher should arouse expectation. A good background and the right atmosphere should be created as setting for the special piece of literature to be presented. The spirit, the beauty, and the music of a poem must find its way to the pupil; his sympathy must be stirred. It is better in reading poetry not to run down all matters of allusion and scholarship. Poetry should be read not for information but for pleasure. Interest and joy in the poem is the measure of success with the very young pupil.

Parts of books, stories, poems may be omitted in the class and supplied in abstract by the teacher if these cannot be read in full. Or, where there is time and the book at hand, the reading may be left off at a place that will insure completion by the children out of school.

Children in the sixth grade should now be taught to consult reference

books for information. One-half of education is the knowing where to turn for information.

The following lists are suggestive rather than fixed. Each teacher varies her reading material and stories from year to year, guided in her selection by the particular needs of her class, or by some specific purpose that she may have in mind.

1. Books used in recitation period.

Fifth Grade:

Graded Literature, Book V.
Elson Grammar School Readers I
Stepping Stones to Good Literature.
Water Babies, Kingsley.
Robinson Crusoe, DeFoe.

Sixth Grade:

Graded Literature, Book VI.
Elson Grammar School Readers II.
Heroes of Myths.
Gods and Heroes.
King Arthur Stories.

2. Suggestive books to be used for supplementary reading:

King of the Golden River, Ruskin
Wonder Book, Hawthorne.
Story of Iliad, Church.
Story of the Odessey, Church
Heroes of Chivalry, Church.
Baldwin and Bender Reader, Books V and VI.

Greek Heroes, Kingsley.

Nature Stories:

Wilderness Ways, Long.
Woodfolk at School, Long.
Ways of Woodfolk, Long.

Geography:

North America, Carpenter.
Europe, Carpenter.

3. Books for library or silent period:

Some Merry Adventures of Robin Hood, Pyle.
Famous Men of Modern Times, Haaren and Poland.

Story of the Middle Ages, Harding.

Lake Erie and Story of Com. Perry.

Hans Brinker, Dodge.
Jackanapes, Ewing.
Daniel Boone, Thwaitte.
Uncle Tom's Cabin, Stowe.
Tom Brown's School Days, Hughes.
Being a Boy, Warner.
Sharp Eyes, Burroughs.
Nurnberg Stove, de la Ramée.
Dog of Flanders, de la Ramée.
Heidi, Spyri.
Jungle Stories, Kipling.
Little Nell, Dickens.
Childhood of David Copperfield, Dickens.

Christmas Carol, Dickens.
Stories of Thirteen Colonies, Guerber.

Stories of Greeks, Guerber.
Story of Romans, Guerber.
Heroes from American History, Blaisdell.

4. Poems to be read intensively:
Selections from Heroic Ballads.
Song of Hiawatha, Longfellow.
Courtship of Miles Standish, Longfellow.

James W. Riley's Poems.
Eugene Field's Poems.
Rudyard Kipling's Poems.

Nature Poems:

Bryant's Poems.
H. H. Jackson's Poems.

Seventh and Eighth Grades

Reading has now become a medium through which to develop the power of selection, appreciation, and intensive study. More may be expected of the child. He is older, has better thought power; he should now understand types of reading under the heads of description, narration, and character study.

Here, also, the application of principles formulated in the work of lower grades should not be laid aside. Drills designed to secure greater accuracy in pronunciation and articulation should be given at least once a week. Sentence structure, style of expression,

and the literary value of the simple figures of speech, also, may be brought out in connection with the reading.

To develop good taste in the selection of reading matter is the important aim of these two years. The course in reading and in language drill has been planned to develop the powers of the pupil to grasp the thought behind the written word, and to create in him a love of good literature; to teach him the value of good reading as one of the highest types of enjoyment.

The reading during the eighth year "should be the measure of the power of the pupils, first,—to read with appreciation—to think, to know, to experience with the author; second, to express orally the thoughts, experiences, and feelings of the author in intelligent, enthusiastic, and spirited reading."

Much class reading in other subjects—language, history, geography—is necessary. Encourage reference to explanatory notes.

Pupils should go to the High School or out into life with reading power and appreciation. They should be able to read fluently, with understanding, and with proper expression.

Direct home reading by suggesting titles of good books—talk about these books in class occasionally.

Appreciative reading of at least one masterpiece of prose and one of poetry is expected. Make this the banner year of reading.

1. Books used in recitation period:
Seventh Grade:

Elson Grammar School Readers, III.
Grandmother Stories.
King of the Golden River.
Tanglewood Tales.
King Lear.

Eighth Grade:

Elson Grammar School Readers, IV.
Beowulf.

Thanatopsis.

Hiawatha.

Merchant of Venice.

2. Suggestive, as supplementary books:

American Hero Stories.

Letters on Patriotism, Woodrow Wilson.

Letters to His Daughter, Thomas Jefferson.

Letters to His Son, Lee.

Letters of Benjamin Franklin.

Carpenter's Geographical Readers.

3. Books for library use or silent period:

Tales from Shakespeare, Lamb.

Leather Stocking Tales, Cooper.

Legend of Sleepy Hollow, Irving.

A Man Without A Country, Hale.

The Gold Bug, Poe.

Travels at Home, Mark Twain.

Treasure Island, Stevenson.

Sohrab and Rustum, Arnold.

Story of Rhinegold, Chapin.

Captains Courageous, Kipling.

Rip Van Winkle, Irving.

Talisman, Scott.

Silas Marner, Eliot.

Perfect Tribute, Andrews.

Winter, Sharpe.

Webster's Speeches.

Lincoln's Speeches.

4. Poems to be read intensively:

Snow Bound, Whittier.

Among the Hills, Whittier.

Evangeline, Longfellow.

Sella and other Poems, Bryant.

Singing Leaves, Lowell.

Under the Elms, Lowell.

Under the Willows, Lowell.

Rhocucus, Lowell.

A Skeleton in Armor, Longfellow.

Julius Caesar, Shakespeare.

Deserted Village, Goldsmith.

To a Sky Lark, Shelley.

Apostrophe to the Ocean, Byron.

Enoch Arden, Tennyson.

Lady of the Lake, Scott.