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# The Normalia.

March, 1902.

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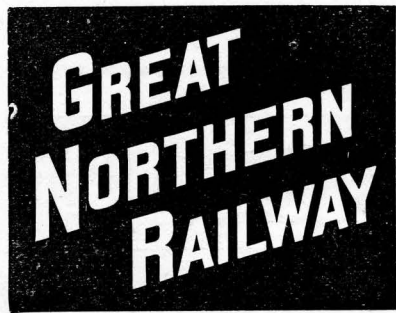


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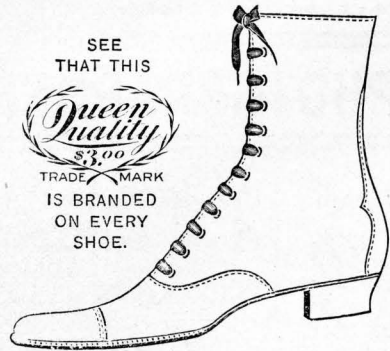
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# THE NORMALIA.

VOLUME XI.

ST. CLOUD, MINN., MARCH, 1902.

NUMBER 3.

## The Normalia.

Published bi-monthly during the school year at the State Normal School at St. Cloud.

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ISABEL LAWRENCE, EDITOR.

BUSINESS MANAGERS,..... (CLAUDE RIDDLE.  
EDW. JOHNSON.

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Single Copies.....10c.

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The present number of the Normalia has to do chiefly with seventh and eighth grades. The outline in common fractions for intermediate grades promised in the January number is added.

This is illustrated to show a convenient device in the use of "fields" in imaging simple processes with small fractions.

The aim of fourth, fifth and sixth grade arithmetic is: 1. To give the power of clear imaging of fundamental processes of whole numbers and fractions, and of the simplest practical problems. 2. To train to rapid and accurate mechanical work.

All problems in the least difficult for the reasoning powers are left for the time when the reasoning begins its stronger development in later grades.

The English work of the seventh and eighth grades is presented in this num-

ber with the broadest inclusion of history, literature, reading, composition, and grammar.

Arithmetic, geography, and nature study for the seventh and eighth grades will form the topics of the May number of the Normalia.

Prof. Greene's illustrated articles upon manual training, will continue to be an important feature of the paper.

## Boys and Girls of Seventh and Eighth Grades.

ISABEL LAWRENCE.

Pupils of the seventh and eighth grades, usually thirteen, fourteen or fifteen years of age, are entering the adolescent period. No other grades present such diversity in the interests, and working capacity of the individual pupils. In no other grades is the phenomenon possible of such radical change of ideals and character in a few month or a year.

Without minimizing the importance of good teachers everywhere along the line, the very strongest teachers should be here, because this is the most critical period of life. Keen intellect and logical power are necessary to command the respect of pupils who now demand much of their leaders. Strong and attractive personality must be possessed by one who would teach pupils who are in the period characterized as the "age of loyalty." But no matter what the capacity of the teacher may



be, unless he has made himself acquainted with the physical and mental condition of the early adolescent, he will fail of understanding the varied individuals of whom he has charge, and fail in adapting his work to their needs.

This is a period of great physical changes, of increased blood pressure. The skill acquired in intermediate grades often disappears with the rapid growth of muscle which produces awkwardness and clumsiness. The demand made by physical growth, may for a time drain mental energy. This is often the case with boys. Mental work may drain the energy needed for physical development, a common phenomenon with girls.

These conditions demand constant care of the individual, and the teacher who secures admirable grade results, may at the same time do criminal injury to some individuals of the grade, may drive from the schools forever many a promising boy whose mental and physical condition is such that he cannot respond to the demands made upon him at the time.

This is a period for strong emotions.

"There is often a new and exquisite sensitiveness to every breath of criticism, praise or blame. All are anxious to know whether they are inferior or superior to others. There may be observed both a new diffidence and a new self-assertion." Art, music, nature, romance, heroism, loyalty to others, the basis of the social unit, self-sacrifice, all appeal to the soul in a new way. "New curiosities amounting to intellectual hungers are felt." Ideals change rapidly, but the whole range of future life will never pass beyond the horizon of adolescent ideals.

In dealing with pupils at this time,

Dr. Hall says, "the drill and mechanism of the previous period must be gradually relaxed, and an appeal must be made to freedom and interest. Individuality must have a far longer tether. We must, and can really teach nothing that does not appeal to interests deep enough to make it seem of almost supreme value in the world. We can no longer coerce and break, but must lead and inspire. To drill merely, is now to arrest."

In language work, we should remember that "at no stage of life is the power to appreciate and apprehend so very far ahead of the power to express. Anything really worth knowing, may be taught now in substance if we have pedagogical tact; but if we wait for its reproduction in the pupil, we starve and retard his soul." Our chief task should be to keep up enthusiasm by opening wide many avenues for inspiration, and for this, literature is indispensable.

This is not the time, however, for close reading: the mind of the eighth grade pupil is not sufficiently mature to make such thoughtful work fruitful. His craze for reading and reading much and rapidly, is a healthy instinct. In early adolescence, the pupil should live the life of many, in books. He should gain a wider horizon before he settles down to the close study of later years. A prominent superintendent criticised Dr. McMurry's "Course of Study for the Eighth Grades," because "the eighth grade literature included more classics than a college class could study in a year." The remark revealed a common misunderstanding of the development of youth as well as very poor pedagogy. Many classics must be read before adequate study of one is possible. Immature minds should not specialize.

A LIST OF BOOKS AND ARTICLES ON THE  
SUBJECT OF ADOLESCENCE.

1. The Moral and Religious Training of Children and Adolescents. G. Stanley Hall. *Ped. Sem.* vol. 1:2.

2. The Ideal School as Based on Child Study. G. Stanley Hall. *Proc. N. E. A.*, 1901, p. 474.

The quotations in the preceding article are taken from this valuable speech of Dr. Hall's.

3. The Psychology and Pedagogy of Adolescence. E. G. Lancaster. *Ped. Sem.*, vol. V:1.

4. The Adolescent at Home and in School. E. G. Lancaster. *Proc. N. E. A.*, '99, p. 1039.

Mr. Lancaster's contributions to this subject have been the most comprehensive yet given.

5. Suggestions for a Philosophy of Education. A. Caswell Ellis. *Ped. Sem.*, vol. V:2.

6. Psychological, Pedagogical, and Religious Aspect of Group Games. Luther Gulick. *Ped. Sem.*, 6:2.

7. Playground Education. Joseph Lee. *Ed. Rev.*, Nov. 1901.

8. Institutional Activities of American Children. *Am. Jour. Psy.*, IX:4.

9. How to Keep Boys Longer in School. John W. Cook. *School and Home Education*, Sept. '98, vol. 18:1.

10. The Morbid Conscience of Adolescents. George A. Coe. *Trans. Ill. Soc. Child Study*, vol. III:2.

11. Diary of a Western Schoolmaster. J. K. Stableton. A particularly valuable concrete study of types of adolescent boys.

12. A Year's Study of the Entering Class of the Springfield, Mass., High School. F. W. Atkinson. *Proc. N. E. A.*, '98, p. 903.

For the study of early adolescence, the following autobiographies are especially valuable:

1. Childhood, Boyhood and Youth. Tolstoi. Part II., Youth, first thirteen chapters.

2. Convent Life of George Sand.

3. The Making of an American. Jacob Riis. *Outlook for 1901*. Parts I-V.

4. Autobiography of a Revolutionist. Kropotkin. Chapter III. *Atlantic Monthly*, Dec. '98.

5. Schools and Schoolmasters. Hugh Miller. Chapter VII.

**Manual Training for the Upper Grades.**

BY G. G. GREENE.

Inasmuch as manual training is becoming a part of the work of every grade from the kindergarten to the college, it is a difficult matter to outline that work which is best suited to the respective classes of a particular school. It is a problem that each teacher must decide for himself, not by following a set of arbitrary rules and models, but by applying a few fundamental principles to the conditions in hand.

Before defining these principles, let us study the conditions which govern the situation, both with reference to the personality of the child and also to his surroundings.

With the young child the tendency is to reproduce in miniature the things with which he is most familiar, but as experience enlarges and capabilities are developed, the interest in, and desire for reality increases and can only be satisfied by the achievement of things of practical utility. Thus the making of paper furniture for a small house means much to a child in the first grade but no longer satisfies a boy of the fourth grade.

Now is the time he wants to make a boat, a gun, or a log house. As his



skill increases he proposes to build a wind-mill tower, and in so doing discovers the charm of accuracy and of design. From this time on the teacher must be most alert, for in the construction of an article of value, details are apt to be neglected and the pupil must be reminded that it is not what he makes but how he makes it that is of most importance.

Now is the period when habits are most easily formed. Neatness and accuracy must be insisted upon; tools should not be neglected and habits of prudence and economy cultivated.

Above all convince the pupil that no construction should be executed by accident, from a vague and indefinite conception, but from a carefully prepared and definite plan.

Before making a project, it is a good plan to have the young workman make a mechanical drawing of it and thus become familiar with its various proportions.

Up to the ages of twelve and fourteen, the brain and the hand are in the closest relation and almost any model that is proposed is eagerly attempted. However, in the two years that follow we find an age most difficult to suit. It is particularly true if no manual training has formed part of the course up to this time.

The once active fingers are now stiff and muscle bound. Conscious that they have left childhood behind, yet unfamiliar with the powers of the adult, these awkward ones hesitate to attack the problems of which the younger child has no fear.

All their energy seems to have been exhausted in growing, and the most common expression which greets the teacher and parent is "I can't."

They are not without ambitions yet

their mental as well as physical capabilities are inadequate.

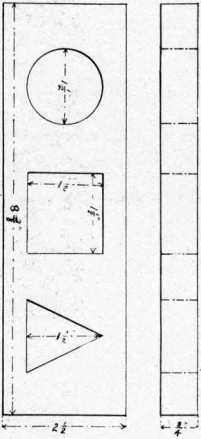
This fact makes it necessary that the exercises which are given should be simple and of fair size—that is, free from fine measurements and difficult constructive operations. For example, the coat hanger is such an exercise and combines with a lesson in woodworking, one in cultivating free movement and the sense of touch.

With regard to deciding what models are best adapted to a particular set of pupils, it would seem self evident that the first ones attempted should be of a disciplinary character.

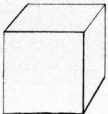
There are many teachers who will dispute this statement, claiming that the pupil can be introduced to a knowledge of tools and gain manual dexterity better by making that model which is most pleasing to him, just as in learning to write or to play the piano.

No. 1 of the working drawings represents a block of wood which is designed to furnish practice in planing, gauging, squaring, boring and sawing. The piece has no particular use when finished, but is of great value to the child in proving his fitness to undertake the construction of an article intended for service.

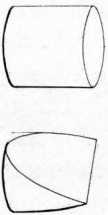
He might start at once on a match box or broom rack and with the constant help of the teacher produce a fair article. It would be at the expense, however, of many questions and several pieces of wood, so that in the end not a thing is gained by omitting that preparatory work that must come in every well regulated course of study. In large classes, amid all the bustle and noise of the shop, it is impossible to give individual attention and it is absolutely necessary that the pupils should be trained to follow directions with that obedience which the discip-



Step 1



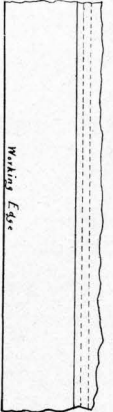
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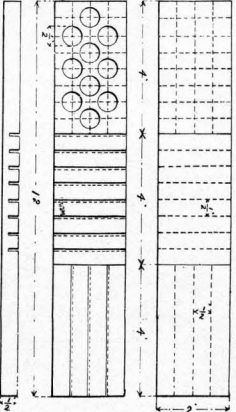
Step 3

Puzzle To construct a block which will completely pass through and fill a circular, a square, and a triangular opening

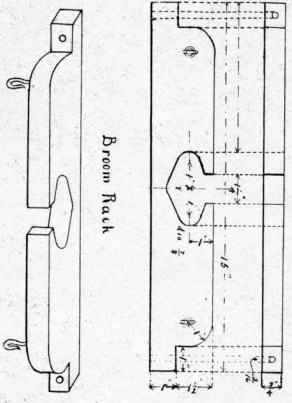
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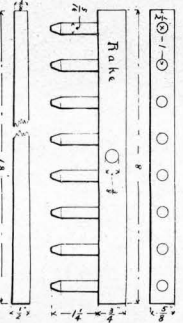
Making Eggs



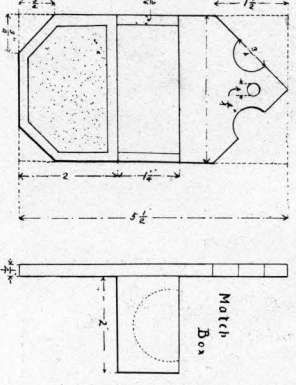
Making Eggs



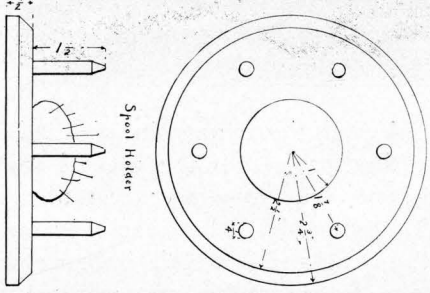
Broom Rack



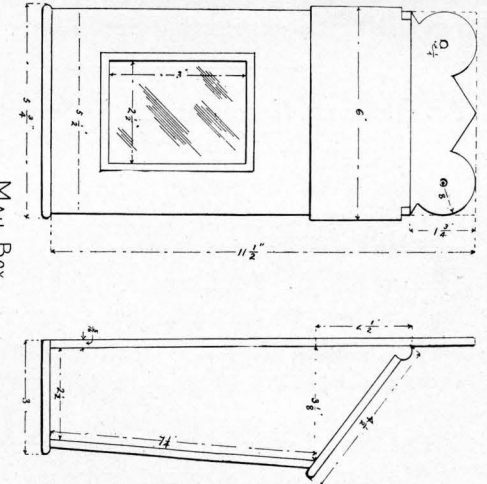
Rake



Match Box

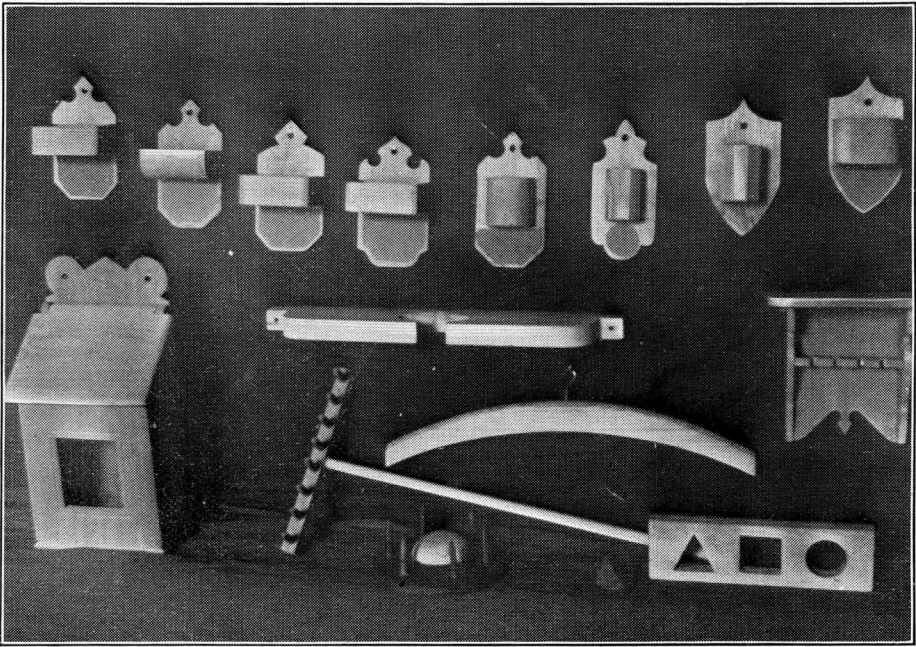


Spool Holder



Mail Box





linary model demands. As soon as he has obtained through practice, a reasonable amount of skill, opportunity should be given for self-expression, within limits determined by the teacher. This is illustrated in the different match boxes seen in the accompanying photograph where the individuality of the makers greatly adds to the interest and value of the work.

But the purpose of manual training has not been fulfilled until the pupil becomes independent of teacher or model, until he becomes able to create that design which embodies all the skill and forethought of which he is capable.

Sometimes mistakes will occur and the ambitious one will find himself beyond his depth. But in most cases if he proposes a cherished model that meets the requirements, that certainly should be the one he is allowed to make.

In conclusion I would state that in my experience the best results are ob-

tained when the course is planned to give, first, practice in the use of tools and in reading drawings; second, the making of models which are of interest to the child and in which he has some chance to assert his own originality; and finally, the opportunity to construct some article of value which will call out the best energies that are in him.

#### **An Outline of Grammar for the Seventh and Eighth Grades.**

It is doubtful whether an ideal course of study would place technical grammar in the grades below the high school. Supt. Franklin of Faribault has exchanged some science in the high school, with technical grammar in the eighth grade, a step in the right direction.

The model school at St. Cloud finds itself compelled to retain grammar in the eighth grade because its pupils must have the subject if promoted to high schools, and because the practice-

teachers must teach it in eighth grades hereafter.

The following outline of presentation avoids much psychology, demands neither the forming nor the memorizing of exact definitions; it aims merely to secure insight into the construction of sentences, and the recognition of their elements. It is good pedagogy to train pupils to recognize, name things, and become very familiar with them, long before explicit psychological definition is expected. Most practical knowledge never arrives at this last stage. Of course, the teacher can imagine that he develops abstruse psychological definitions, and can insist on the memorizing of a form of words, but this work is deceptive, useless, and injurious. All that is demanded of the eighth grade pupil in grammar is to know the element when he sees it, bring concrete examples to mind when it is named to him, and tell in his own words by what ear marks he recognizes it.

The literature study of the grades furnishes the necessary basis for the work in enabling the pupils to understand thoroughly the English they analyze before they analyze it. Isolated sentences are not torn out of their connection and presented for study of grammatical form; only whole selections and familiar selections are used for grammatical study.

#### SEVENTH GRADE.

I. Kinds of sentences according to their effect on person addressed. Declarative, interrogative, imperative; any one of these may be exclamatory.

The period at the end of the sentence, interrogation point, exclamation point. In the exclamatory sentence, no mark is used after the exclamatory word, or interjection, when it

is closely connected with the expression and both express emotion. The exclamation point then follows the sentence as, "O John, come here!"

When the exclamatory word is not so closely connected with the sentence, a comma follows it as, "O, I see you!" When the exclamatory word expresses most of the emotion, the exclamation point follows it. Whether a period or an exclamation point follows the rest of the sentence depends on how much emotion it expresses, as "Oh! I hurt my finger." "Oh! Don't touch me!"

NOTE—"Oh!" is always followed by the exclamation point.

In an imperative sentence, the name of the person addressed and the subject, if expressed after the verb, should be set off by commas.

Exercises in original composition and in reproduction of dialogue should be used for practice.

II. Finding in any sentence of the answers to these questions, "What is thought of?" "What is thought about it?" Later, terms, COMPLETE SUBJECT, and COMPLETE PREDICATE are given and applied.

III. After some weeks of drill in II, the pupils will have found a part of the sentence which is neither the complete subject nor the complete predicate; elements like "was" "is" "would be" or "would not be." By leaving these out, the pupils discover that their office is to connect the subject and predicate.

Term COPULA is given. The next step is to find out how the subject and predicate are connected in sentences which do not have these purely connective words. This leads to the discovery that words like "walks" "killed," etc., not only are part of the predicate, but connect the subject and predicate.

The term VERB is given now for all

words which assert, or tie together, as the word means literally, the subject and predicate of a sentence. The pure copula which forms no part of the predicate is a PURE VERB. The verb which asserts and also expresses part of the assertion is an ATTRIBUTIVE VERB.

#### DAILY PRACTICE ON THESE IDEAS.

IV. Before long, the pupils will be troubled by the compound sentence, and may as well take it in separate clauses, recognizing that it is compound, and that its parts are connected by a conjunction. They will also have noticed expletives, "there," etc., as independent elements, not in either subject or predicate. They will have found that the imperative sentence has its subject understood, unless it follows the verb; that interrogative sentences can best be interpreted by their answers.

There is no need of giving formally any more technical grammar to the seventh grade, although there is no objection to using any term of technical grammar, as noun, possessive case, adverb, etc., either here or in lower grades, provided the pupils know what is meant. The ability to find complete subject, complete pred. copula, and pure and attributive verbs in all kinds of sentences is no mean accomplishment in grammar, and it leads the pupil to notice much which will be taught explicitly later.

#### EIGHTH GRADE.

AUTUMN.—The next thing to notice is the core of the complete subject or complete predicate or copulative element.

The unlimited application of simple subject is discussed, and contrasted with its modified application, similar work with complete predicate, and

copulative elements. This gives idea of MODIFIER as a changer of meaning. Modifiers of SIMPLE SUBJECTS, SIMPLE PREDICATE and copula may be found, counted, and their meaning given.

The subject stands for something. It is SUBSTANTIVE. Sometimes it names, or is a NOUN. Sometimes it stands for the object, without naming, a PRONOUN.

The copula is a PURE VERB, or found in the ATTRIBUTIVE VERB.

The predicate may be an attributive verb, a PREDICATE ADJECTIVE, or a PREDICATE PRONOUN.

Modifiers are either composed of one word, or more than one, WORD MODIFIER.

If composed of more than one word, and containing a subject, copula, and predicate, they are CLAUSE modifiers. All other groups of words are PHRASES.

If modifiers modify nouns or pronouns giving attributes, they are ADJECTIVE MODIFIERS. If they modify nouns or pronouns and are themselves substantives, they are SUBSTANTIVE MODIFIERS.

POSSESSIVE and APPOSITIVE MODIFIERS taught next.

If modifiers expressing attributes modify verbs or adjectives or adverbs, they are ADVERBIAL MODIFIERS.

A new lesson should not be taken each day, but time should be allowed for perfect familiarity, before the next step is studied. The composition drill should go on, through all the work. The compound elements noticed, should now give opportunity for thorough practice of the rule for punctuating a series. Another comma rule should be settled: Elements out of their natural order should be set off by commas.

Actions (real ones) may now be distinguished into those which require receivers and those which do not. The actor should also be noted.



Next, verbs should be studied in this respect, the TRANSITIVE and INTRANSITIVE verb and ACTIVE and PASSIVE VOICE. In this way the DIRECT OBJECT will be understood. Rewriting matter, changing the voice of verbs gives admirable practice at this stage.

The phrase modifier may now be analyzed into PREPOSITION and PRINCIPAL WORD.

Summaries, and tabular views of what is known should now be made, not for definition, but for illustration.

No sentence which has once been given in the class-room, should be accepted as an illustration again. Class must really illustrate, not *remember* illustrations. "Uses of Nouns," "Parts of Sentence," "Form and Use of Modifiers," "Parts of Speech," may form subjects for tabular views for recitation. Still, the ability to analyze the sentences of the reader as far as this work extends, is the test of good work.

#### WINTER.

##### I.—Clauses.

1. Adjective clause.
2. Relative pronoun.

Punctuation of restrictive and non-restrictive clauses.

3. Adverbial clause.
4. Subordinate conjunction.
5. Conjunctive adverb.
6. Noun clause with its uses.

The key to this work, especially to the uses of relative pronouns and conjunctive adverbs, is found in building complex sentences out of simple ones.

I will go at the time. At *that time* you go.

I will go *at the time at which* you go.

I will go *when* you go.

##### II.—Verbal Words.

A. Verbal words are like verbs.

1. They both express action, being, or state.

2. They are derived from the same root as the corresponding verb.

3. They may be transitive with direct objects, and they may be active or passive.

4. They may be followed by adjectives or nouns belonging to the words they modify, as the verb takes a predicate adjective or noun.

5. They may take adverbial modifiers.

6. Later, the class on review will see that they may have tense.

B. Verbal words differ from verbs.

1. They have the *uses* of nouns, adjectives and adverbs, but they do not assert.

2. Later, class may tell why they have not the properties of mode, number or person.

C. Verbal words which have the office of nouns, are *infinitives*. Infinitives have two forms, root infinitives and infinitives in *ing*.

Verbal words which have the office of adjectives are *participles*.

D. The root infinitive may be either active or passive, *to strike*, *to be struck*.

It may indicate whether the action is finished or not, *to strike*, *to have struck*, *to be struck*, *to have been struck*.

The infinitive in *ing* may be active or passive, *striking* or *being struck*.

The participle may be active or passive, *striking* or *being struck*.

The participle may be imperfect or perfect. *Striking*, *struck*, or *having struck*.

E. Uses of verbal words.

Infinitives may be used as subjects, constructions of words as, *that, like, let*, objects, appositives, predicate nouns, *there, ago*, and objects of prepositions.

SPRING.

They may seem to be adverbial modifiers of purpose. *I wrote to please him*. This is explained by changing to the infinitive in *ing*. *I wrote for the purpose of pleasing him*. This shows that *to* in the first case retains its *prepositional* force and that *please* is the object of it.

The infinitive as adjective modifier, *I had bread to eat*, is understood by changing to *I had bread for eating*. It is still a noun use.

Uses of the participle as pred. adjective, either forming part of verb phrase, or separate from it as, *She was coming*. *She came dancing*.

It is also used to modify nouns, becoming more of a true adjective when preceding the modified word.

III.—Class are now strong enough to deal with more idiomatic constructions.

#### 1. Indirect object.

Test. Sentence may be changed to the passive voice in two ways.

The man taught him grammar.

Grammar was taught to him.

He was taught *grammar*.

When the indirect object becomes the subject, the direct object remains in the predicate, though the verb is in the passive voice.

#### 2. Factitive predicate.

Test. When changed to passive voice, the factitive predicate becomes a predicate adjective or noun.

The speech made him angry.

He was made angry by the speech.

#### 3. Adverbial objective.

#### 4. Special study of various con-

#### 1. Classes and modifications of nouns.

Gender nouns taught as a class.

Person taught only of pronouns.

Special drill on correct use of verb with collective noun, and capitalization of nouns.

#### 2. Personal, Relative, Interrogative, and Adjective Pronouns.

#### 3. Comparison of adjectives and adverbs.

Omit classes of adverbs and adjectives.

#### 4. The verb.

Verb as transitive and intransitive reviewed with voice.

Inflection of the *single word* verb, without considering the verb phrase.

The root as *sing*; the *s* form, *sings* to indicate third person. (Whitney "Language and the Study of Language," p. 63.)

The past tense form, *sang*, or in regular verb, *loved*. (See Whitney's Language, p. 60, 66, 81 and 235.)

The perfect participle *sung* and the imperfect participle *singing*.

There are thus only five forms: *sing, sang, sung, sings, singing*.

After a number of verbs are studied in this way, the difference between the strong conjugation illustrated in *sing* and the weak conjugation illustrated in *love*, may be pointed out.

#### AUXILIARIES STUDIED.

To be, am, is, are, was, were, being, been, be. (See science of Language, Muller, p. 366 and 367.)

Here is the best instance of the subjunctive mode:

Comparing 1 and 2 of each set with each other, one may discover which conveys most doubt. This is the subjunctive mode.

1. *If I was he.* 1. *If I am he.*

2. *If I were he.* 2. *If I be he.*

1. *If he is the man.* 1. *If you are he.*

2. *If he be the man.* 2. *If you be he.*

1. *If he was the one.* 1. *If he were the one.*

1. Though he slays me. 2. Though he slay me.

Beside these cases of the subjunctive mode, any verb may form a subjunctive third person singular by omitting the s.

Auxiliaries which are old transitive verbs, now defective; *shall* and *should*; *will* and *would* (compare *will*, *wills*, and *willed*); *can* and *could*; *must*, *may* and *might*; *have*, *ought* (compare *owe* and *owed*.)

Study of future tenses as made with transitive verbs *will* and *shall* and the infinitive as direct object.

Study of potential mode as made with transitive verbs *may*, *can*, *must* or *ought* and infinitives as direct objects.

The perfect tense, as made with *have* and the perfect participle which originally modified the object of *have*.

The passive voice, the verb *be* with perfect participle as predicate adjective.

The progressive form as the verb *be* with imperfect participle as predicate adjective.

In this way, the class will build up the conjugation which they can finally put in any form desired.

Verb phrases may now be analyzed.

#### Outline of History, Related Literature, and Reading.

More references to books may be

found in "Classified Reading", where publishers and prices are given.

Heroes of the Nations and "Stories of the Nations" are good series to consult for references.

"Torchbearers of History" published by Nelson has many stories of heroes simply told.

The First Year Book of the Society of Scientific Education has a monograph of great value on the teaching of history by Miss Lucy Salmon of Vassar College. It can be obtained by becoming an associate member of the society—\$1.00 fee. The secretary is Dr. Charles McMurry, De Kalb, Ill.

#### SEVENTH GRADE.

##### AUTUMN.

Story of Julius Caesar (Review).

Life of Mahomet.

Saracen Conquest of Spain.

Constantinople, head of Eastern Empire.

Charlemagne.

Rome, head of Western Empire.

Crusades.

Joan of Arc.

Discoverers and Explorers.

Exploration of the North West.

Local History of Minnesota and St. Cloud.

#### REFERENCES—

1. Ten Boys on the Road from Long Ago to Now. (general)

2. The Horse Fair.—James Baldwin. (general)

3. Julius Caesar—Shakespeare.

4. Caesar—Froude.

5. Boys and Girls' Plutarch.

6. Roman Life in the Days of Cicero—Church.

7. Ben Hur—Lew Wallace.



8. Last Days of Pompeii—Lytton. Plains, Boots and Saddles etc.) Scribner, 60c,
9. Horatius at the Bridge—Macaulay.
10. Life of Mahomet—Washington Irving.
11. Conquest of Spain—Washington Irving.
12. Alhambra — Washington Irving.
13. Leila—Lytton.
14. Conquest of Spain by Arab, Moors—Coppe.
15. Age of Chivalry—Bulfinch.
16. Story of Roland—James Baldwin.
17. The Golden Legend—Longfellow.
18. The Betrothed and the Talisman—Sir Walter Scott.  
(The illustrated edition of these books published by Estes and Lauriat, \$6.00, would be the most useful one.)
19. Joan of Arc—DeQuincey.
20. Personal Recollections of Joan of Arc—Samuel Clements.
21. Joan of Arc—DeMontvel.  
An exquisitely illustrated book.
22. Charlemagne — Einhard. — Harper's School Classics, 15c.
23. Romance of Discovery—W. E. Griffis.
24. Explorations—Jules Verne.
25. Boys' Book of Exploration—Tudor Jenks.
26. Short History of the Mississippi Valley—J. K. Hosmer.
27. Historic Towns of the Western States—Edited by Lyman Powell, \$3.00. (Minneapolis and St. Paul are included.)
28. Boy General—Mrs. Elizabeth Custer. (Extracts from Tenting on
29. Story of the Soldier (story of the west) —G. A. Forsyth. Appleton \$1.50.
30. Early History of Maine Prairie and adjoining towns—E. H. Atwood.
31. Minnesota of the Long Ago—H. C. Waite. Journal-Press, 1901-'02.
32. LaSalle—Francis Parkman.
33. Jesuits in North America—Francis Parkman.
34. Count Frontenac and New France—Francis Parkman.
35. Historic Hand Book of the Northern Tour—Francis Parkman.
36. Pioneer History Stories—McMurry.
37. Winning of the West—Theodore Roosevelt.
38. Canoe and Saddle—Theodore Winthrop.
39. John Brent—Theodore Winthrop.
40. Heroes of the Middle West—Catherwood.
41. Story of Tonty—Catherwood.
42. Conquest of the Old Northwest—James Baldwin.
43. From Cartier to Frontenac—Justin Winsor.  
Most of these books will serve for home reading and reference.  
7, 8, 16, 8, and 20 are good for the class room.  
3, 4, 9, 12 and 17 are studies for literature.

## WINTER.

The French Revolution.  
Napoleon.  
Peter, the Great.  
Frederick, the Great.  
Bismarck.

## Review of Autumn Work.

## SPRING.

## REFERENCES—

1. Tale of Two Cities. Charles Dickens.
2. Ninety-Three. Victor Hugo.
3. Peasant and Prince. Harriet Martineau.
4. Life of Napoleon Bonaparte. S. Baring Gould.
5. The Boy of the First Empire. Brooks.
6. Waterloo. Ercmann - Chatrian.
7. Peter, the Great. Motley.
8. Brigadier Frederic. Ercmann-Chatrian.
9. Frederick, the Great and his Court. Muhlbach.
10. Prince Bismarck. Charles Lowe.
11. The French Revolution. Thomas Carlyle.
12. The Life of Napoleon Bonaparte. Ida M. Tarbell.
13. Citizen Bonaparte. Ercmann-Chatrian.
14. Chevalier de Maison Rouge. Alexander Dumas.
- Marie Antoinette's prison life and execution.
15. Zanoni. Bulwer Lytton.
16. Incident of the French Camp and Herve Riel from Boys' Browning.
17. Picciola. X. B. Saintine.
18. Correspondence of Lothrop Motley.

No.'s 3 and 17, and parts of 2, 3 and 15 may be used for class reading and also with 16 for literature study.

18 may be used for a study of good style in correspondence.

Books mentioned for the autumn reading will be continued through the winter.

## Early Britons.

Alfred, the Great.

William, the Conqueror.

Richard, the Lion-Heart.

Bruce.

Warwick, the King Maker.

Elizabeth.

Cromwell.

George III.

Victoria.

## REFERENCES—

1. The King's Story Book. Gomme.
2. A Child's History of England. Dickens.
3. A Book of Old English Ballads. Hamilton Mabie.
4. Boadicea and The Victim from Tennyson's Poems.
5. The Hot Swamp. Ballantyne.
6. Eric, the Briton. Henty.
7. Harold, the Last of the Saxon Kings. (Edition for class room).
8. Scouring the White Horse. Thomas Hughes.
9. Wulfric, the Weapon Thane. Whistler.
10. Hereward. Chas. Kingsley.
11. Talisman. Scott.
12. Ivanhoe. Scott.
13. Forest Outlaws. E. Gilliat.
14. Hugh, Bishop of Lincoln. Chas. L. Marson. (Longman's.)
15. England's Hero Prince. Gordon Stables. (Dutton.)
16. Men of Iron. Howard Pyle.
17. The Foresters. Alfred Tennyson.
18. Merry Adventures of Robin Hood. Howard Pyle.
19. Days of Bruce. Grace Agui-lar.

20. For Faith and Freedom. Walter Besant.
21. Bannockburn, and Address of Bruce to his Army. Burns' Poems.
22. Last of the Barons. Bulwer Lytton.
23. Black Arrow. R. L. Stevenson.
24. Old Times. John Ashton.
25. English Wayfaring Life. Jusserand.
26. Court Life of the Plantagenets. Hubert Hall.
27. Society in the Elizabethan Age. Hubert Hall.
28. Queens of England. Agnes Strickland.
29. Chantry Priest of Barnet. Church.
30. Story of the Spanish Armada.
31. Shakespeare, the Boy. Rolfe.
32. With the King at Oxford. Church.
33. Ye Mariners of England. Herbert Hayens. Nelson \$2.00.
34. St. George and St. Michael. George MacDonald.
35. Westward Ho! Charles Kingsley.
36. Kenilworth. Walter Scott.
37. The Four Georges. Thackeray.
38. Micah Clarke. Conan Doyle. (Arranged for school reader, Longman's edition.)
39. Life of Victoria. Mildred Fawcett.
40. English Lands, Letters and Kings. Donald Mitchell.
41. Old Story Tellers. Donald Mitchell.
42. Pilgrim's Progress.
43. Robinson Crusoe.
44. Stories from Chaucer. Mary Seymour.
45. Life of Cromwell. John Morley.
46. Life of Cromwell. Theodore Roosevelt.
- Numbers 7, 11, 12, 23, 32 and 38 are good readers for the class room.
- Numbers 3, 4, 12, 17, 21, 37, 42, 43 and 44 are good studies for this grade in literature with 40 and 41 for reference.
- Numbers 24, 25, 26, 27, 28 and 47 furnish good pictures of manners and customs. The first four are fully illustrated.
- 45 and 46 are in the Century and Scribner Magazines for 1901 respectively. They are fully illustrated.

#### EIGHTH GRADE—AUTUMN.

Review of previous history stories which show the development of Freedom,—Feudalism, Crusades, the Strong Kings, Magnacharta, Cromwell, Puritans, Colonial History.

#### REFERENCES—

1. The Story of Liberty. Charles Carleton Coffin. This gives good suggestions for the review.
2. Beginnings of New England. Fiske.
3. New England Tragedies. Longfellow.
4. Mabel Martin. Whittier.
5. Colonial Stories. Hawthorne. This includes Legends of Province House, with colored illustrations. Houghton-Mifflin.
6. Customs and Fashions in Old New England. Alice Morse Earle.
7. Colonial Dames and Good Wives. Alice Morse Earle.
8. English Colonies in America. Lodge.
9. Seats of the Mighty. Gilbert



- Parker. (Quebec in the time of Wolfe.)
10. With Wolfe in Canada. Henry.
  11. Story of the Indian. George Bird Grinnell.
  12. American History told by Contemporaries. A. B. Hart.
  13. In Old New York. J. A. Janvier.
  14. Knickerbocker's History of New York. Washington Irving.
  15. My Lady Pokahontas. John Esten Cooke.
  16. Flamingo Feather. Kirk Munroe.
  17. At War with Pontiac. Kirk Munroe.
  18. The Conspiracy of Pontiac. Francis Parkman.
  19. Speech of Pontiac. Old South Leaflet.
  20. Evangeline. Longfellow.
  21. Bonaventure. Cable. (To be read with Evangeline).
  22. Boys of Greenaway Court. H. Butterworth.
  23. The Colonies. Thwaites.
  24. Courtship of Miles Standish.
  25. Stories of the Old Dominion. John Esten Cooke.
  26. American Lands and Letters. Vol. 1, Donald G. Mitchell.
- 3, 4, 5, 14, 20 and 24 will serve for reading books in class room, or for the study of literature. For the latter study No. 26 will be useful.

## WINTER.

United States History to the period of the Civil war, as outlined in Sheldon-Barnes History. Montgomery and McMaster used for texts with Fiske's War of Independence.

1. The American Revolution. John Fiske.
2. Daughters of the Revolution. Charles Carleton Coffin.
3. Boys of '76. Charles Carleton Coffin.
4. Paul Jones. Molly Elliot Seawell.
5. Paul Revere's Ride. Longfellow.
6. Orations of George William Curtis. Vol. III.
7. The Critical Period of American History. John Fiske.
8. The Concord Fight. Emerson's Poems.
9. Lexington. Holmes' Poems.
10. Song of Marion's Men. Bryant.
11. Grandmother's Story of Bunker Hill. Holmes.
12. Green Mountain Boys. Bryant.
13. Letters of John and Abigail Adams. In Selections from American Authors by Samuel Eliot.
14. Selections on American History and Patriotism from The School Speaker and Reader. William De Witt Hyde.
15. Autobiography of Benjamin Franklin.
16. Hugh Wynne. S. Weir Mitchell.
17. Life of Washington. Irving.
18. The True George Washington. Ford.
19. Under the Old Elm. Lowell.
20. Hero Tales of American History. Roosevelt and Lodge.
21. Old South Leaflets.
22. A Man Without a Country. Hale.
23. Winning the West. Vol. 4, Roosevelt.

- |  |  |
|--|--|
| 24. Historic Water Ways. Thwaites.                           | 10. Charles Carleton Coffin's Books.               |
| 25. History of Minnesota.                                    | 11. Sheridan's Ride. J. Buchanan Read.             |
| 26. Blue Jackets. Willis Abbott.                             | 12. Abraham Lincoln. C. Leland.                    |
| 27. California and Oregon Trail. Parkman.                    | 13. Abraham Lincoln. Norman Hapgood.               |
| 28. A New England Boyhood. E. Hale.                          | 14. Gettysburg Speech and other Papers of Lincoln. |
| 29. A Boy's Town. W. D. Howells.                             | 15. In War Time. S. Weir Mitchell.                 |
| 30. Indian Stories. Eggleston and Cooper.                    | 16. Jed. Warren Lee Goss.                          |
| 31. Pawnee Hero Stories. Grinnell.                           | 17. Two Little Confederates. Thomas Nelson Page.   |
| 32. Ramona. Helen Hunt Jackson.                              | 18. Men who Made the Nation. E. E. Sparks.         |
| 33. American Lands and Letters. Vol. II. Donald G. Mitchell. | 19. Expansion of American People. E. E. Sparks.    |
- Numbers 5, 8, 9, 10, 11, 12, 14 and 29 are good for the reading class.
- Numbers 6, 16, 19 and 33 are good literature studies. "Snowbound" may be added to the list for that purpose.

## SPRING.

Period of American History from the Civil War to the Present.

## REFERENCES—

- |   |   |
|---|---|
| 1. Poems on Slavery. Longfellow, Whittier, Lowell and Bryant. | 24. Boys' Book of Invention. Baker.     |
| 2. Africa and the American Flag. Foote.                       | 25. With Lee in Virginia. Henty.        |
| 3. John Brown of Ossauotomie. Whittier.                       | 26. Cuba in Wartime. R. H. Davis.       |
| 4. Uncle Tom's Cabin. Stowe.                                  | 27. Rough Riders. Roosevelt.            |
| 5. The Negro Question. Cable                                  | 28. The Crisis. Churchill.              |
| 6. The Old South. Thomas Nelson Page.                         | 29. Children's Life of Lincoln. Putnam. |
| 7. In Old Virginia. Thomas Nelson Page.                       | 30. American Conflict. Horace Greeley.  |
| 8. Pictorial History of the Civil War. Harper's.              |   |
| 9. Stonewall Jackson. John Esten Cooke.                       |   |

## READERS FOR THIS THIRD.

Captains Courageous. Kipling.  
Hyperion. Longfellow.  
Lady of the Lake. Scott.

Story of Jean Valjean. Victor Hugo.

Merchant of Venice. Shakespeare.

#### LITERATURE STUDY.

Masterpieces of American Literature.

The Seventh Grade Course of History Stories is not intended to be comprehensive. They are intended to be hero tales largely, not history of nations. The teacher tells the story usually in one or two, or three parts, adapting it to the pupils. Thorough reproduction follows, both oral and written, so that the work serves for thorough work in language.

The reference books both for seventh and eighth grades are intended to set the pupils into a line of productive reading. They include easy stories as well as classics so that each member of the class may be supplied with books he enjoys. The transition from these books to the best literature takes place gradually through the inspiration of the reading and literature class. It takes place much sooner when juveniles are not separated from standard works.

The books are not a course of study to be followed, but their presence on the teacher's desk or in a book cabinet during the history study is very desirable. Many other references may be found in "Classified Reading." Accessible libraries should be searched for material. A careful bibliography, on cards, made as librarians make subject catalogues, will be of great assistance to the teacher and should be given to the public library for copy when finished. In this way librarian

and teacher can work together in directing the reading of pupils.

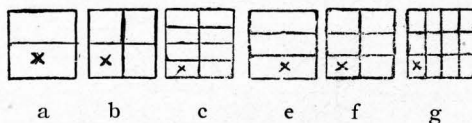
Debates, reports of books, reviews of stories in chronological outline are interesting methods of emphasizing the work.

#### Outline for Intermediate Grades.

##### THE FRACTION.

##### 1. Comparison of fractional units.

Caution:—Do not teach the denominator apart from the fraction. A custom children to naming fourths, ninths, etc., as they would feet or bricks.

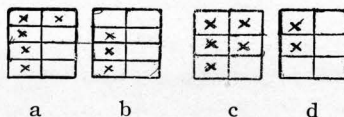


Compare and state ratio of a and b, b and c, etc.

Similar work with e and f, g and f, etc.

Compare  $\frac{1}{2}$  and  $\frac{1}{4}$ , 1-5 and 1-15, etc., using the figures, and imagining the size.

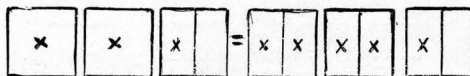
##### 2. Comparison of fractions having similar fractional units.



Compare and state ratio of a and b, c and d, etc.

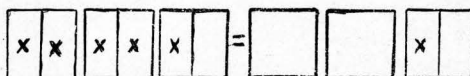
Compare 3-5 and 4-5, 2-3 and 1-3, 2-7 and 6-7, using the figures, and imagining the size.

##### 3. Change mixed numbers to equivalent improper fractions.



$2\frac{1}{2}$  equals  $5\frac{1}{2}$ .

##### 4. Change improper fractions to equivalent mixed numbers.



$5\frac{1}{2}$  equals  $2\frac{1}{2}$ .



5. Add fractions having common denominators.

$\frac{3}{4}$  plus  $\frac{1}{4}$  equals  $1\frac{1}{2}$ .

- 6 Subtract fractions having common denominators.

$7\frac{1}{4}$  less  $\frac{1}{4}$  equals  $7$  or  $1$ .

In multiplication and division of fractions, place the ratio or multiplier, *first* in the statement indicating the answer by underscoring. Use the expression " $\frac{1}{2}$  of", instead of " $\frac{1}{2}$  times."

7. Multiply fractions by whole numbers.

2 times  $3\frac{3}{4}$  equals  $1\frac{1}{2}$ .

8. Divide fractions by whole numbers: Partition. Cases where the numerator of the fraction is a multiple of the whole number.

4 times  $3\frac{3}{4}$  equals  $12\frac{3}{4}$ .

9. Divide fractions by fractions having similar denominators.

3 times  $3\frac{3}{4}$  equals  $9\frac{3}{4}$ .  
Ans.

10. Changing fraction to equivalent fraction having higher or lower terms.

$1\frac{1}{2}$  equals  $2\frac{1}{4}$ .

$4\frac{8}{8}$  equals  $1\frac{1}{2}$ .

NOTE—

*Processes* are illustrated above.

*Problems* are applications of these processes to affairs of life.

4 times  $\$2\frac{1}{4}$  equals  $\$9$ . Process.

What is the cost of 4 Botany manuals at  $\$2\frac{1}{4}$  per copy? Problem.

Repeated manipulation of the preceding processes, using pictures or things, rapid work with *mind* images, and more application to the environment of the pupil in problems, should be given before going on to more complex work. If primary grades have been doing this work well, the intermediate grade will need but a brief review with somewhat more difficult problems. Drill on *process* till it is thoroughly mastered, before taking problems, then drill on telling the process required in the problem, without performing the process.

11. Addition and subtraction of fractions having different denominators.

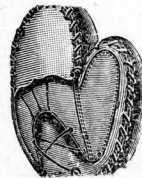
$\frac{3}{4}$  plus  $\frac{2}{3}$  or  $9\frac{12}{12}$  plus  $8\frac{8}{12}$  equals  $1\frac{5}{12}$ .

$\frac{3}{4}$  less  $\frac{2}{3}$  or  $9\frac{12}{12}$  equals  $1\frac{1}{12}$ .

12. Addition and subtraction of mixed numbers.

$11\frac{11}{12}$  or  $11\frac{3}{12}$      $11\frac{11}{12}$  or  $11\frac{8}{12}$  or  $10\frac{20}{12}$   
 $8\frac{8}{12}$  or  $8\frac{9}{12}$      $8\frac{8}{12}$     or  $8\frac{9}{12}$   
 20 5-12 Sum.    Diff. 2 11-12

When you want to take a nice drive out in the country, go to John Coates' and get one of the nobbiest rigs in the city. 'Busses to meet all trains.



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FISH TACKLE  
GOLF GOODS.

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**THIELMAN BROS.**

Hardware Store.

**A. F. Robertson**

Watchmaker, Jeweler,  
and Optician...

A fine line of watches, clocks, jewelry, etc. If you want a fine watch, a cheap watch, a lady's ring, a watch chain, a locket, a charm, silverware, table cutlery, fine clocks, elegant jewels—remember all can be found at Robertson's. Prices always the lowest. Watches that have been spoiled by incompetent workmen made as good as new.

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The Largest and Best Equipped Ladies' Suit  
Department West of the Twin Cities. ❀❀❀

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New Suits, New Raglans, New Jackets, New  
Raglan Macintoshes, New Skirts, New Petticoats,  
New Waists, New Corsets, New Kid  
Gloves, New Ties, New Golf Gloves, Etc. ❀❀

We shall be pleased to have you call and examine our stock. At Frank  
Fandel's you can select from a stock of

### **SUMMER DRESS FABRICS**

Second to none in the Northwest.

Multiplication and division of fractions where the *first term* (multiplication or ratio) is a fraction.

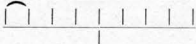
(a)  $\frac{3}{4}$  of  $8=6$  Steps. Mult.  $\frac{1}{4}$  of  $8=2$   
 Ans.  $\frac{3}{4}$  of  $8=6$

(b)  $\frac{1}{4}$  of  $8=6$  Steps. Div.  $\frac{1}{4}$  of the no.  $=2$   
 Ans.  $4-4$  of the no.  $=8$

(c)  $\frac{3}{4}$  of  $8=6$  Steps. Div.  $\frac{1}{8}$  of  $8=1$   
 Ans.  $6-8$  or  $\frac{3}{4}$  of  $8=6$

14. Multiplication of a fraction by a fraction.

$\frac{3}{4}$  of  $\frac{2}{3}$  equals \_\_\_\_\_

$\frac{1}{4}$  of  $\frac{1}{2}$  equals  $\frac{1}{8}$  

$\frac{1}{4}$  of  $3-2$  equals  $\frac{3}{8}$

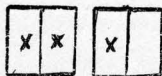
$\frac{3}{4}$  of  $3-2$  equals 3 times  $3-8$  or  $1\frac{1}{8}$

15. Division of a fraction by a fraction, *ratio* to be found.

\_\_\_\_\_ of  $3-2$  equals  $1\frac{1}{8}$

\_\_\_\_\_ of  $3-2$  equals 1

$\frac{2}{3}$  of  $3-2$  equals 1



If  $\frac{2}{3}$  of  $3-2$  equals 1, to equal 9 8, it will take 9-8 of  $\frac{2}{3}$  or  $\frac{3}{4}$

16. Division of a fraction by a fraction when the ratio is given.

$\frac{3}{4}$  of what no. equals  $1\frac{1}{8}$

$\frac{1}{4}$  of the no. equals  $\frac{1}{8}$  of 9-8 or  $\frac{3}{8}$

$4-4$  or the no. equals 4 times  $\frac{3}{8}$  or  $3-2$

∴  $\frac{3}{4}$  of  $3-2$  equals 9-8

Caution 1. Don't picture *complex* processes. 16 for instance involves the same principle as c under 13; the picturing of 13 should be sufficient.

Caution 2. Don't give intermediate pupils problems involving much reasoning. Very few problems should demand more than *one* process for their solution.

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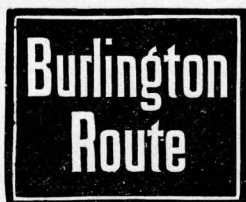
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