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COURSE OF STUDY
 for the
ELEMENTARY GRADES
 and the
HIGH SCHOOL
 at
RITZVILLE, WASHINGTON



ISSUED BY
 Authority of the Board of Education
 J. W. SMITH, Supt.
 SEPT., 1, 1909

SCHOOL BOARD

| | | |
|-------------------|-----------|-----------|
| W. H. MARTIN, | - - - - - | President |
| J. D. BASSETT, | - - - - - | Clerk |
| W. J. BENNINGTON, | - - - - - | Director |

SCHOOL CALENDAR, 1909-10

Sept. 6-10, 1909, Teachers' Institute. All teachers required to attend.

Sept. 13, School Opens

Nov. 25-28, Thanksgiving vacation

Dec. 24, 1909 to Jan. 2, 1910, Christmas vacation

Jan. 13 and 14, Semester examinations

March 12-20, Spring vacation

May 27, Close of school year

List of Teachers

High School

| | |
|--|---|
| J. W. Smith, A. B., Hamline University, Superintendent.... |Botany and Manual Training |
| Chas. A. A. Stone, A. B., Oberlin College, Principal..... |Latin, Physical Geography, Ancient History |
| Elmina E. Graham, B. L., Whitman College.. | English and German |
| Walter C. Eels, B. A., Whitman College..... |Mathematics, U. S. History, Physics |
| Edna Wilson, Thomas Normal Training School..... |Supervisor Music and Drawing, All Grades |

Grades

| | |
|---|---|
| Mrs. Margaret Cross..... | Eighth Grade, Central School |
| Miss Amelia Von Levern |Sixth and Seventh Grades, Central School |
| Miss Mary Carseallen... Fourth and Fifth Grades, Central School | |
| Miss Juanita Bell..... | Second and Third Grades, Central School |
| Miss Lena McCarty..... | First Grade, Central School |
| Miss Marguerite Faucher, Principal..... |Sixth and Seventh Grades, Lincoln School |
| Miss Alma Barneko.... | Fourth and Fifth Grades, Lincoln School |
| Miss Kate Stone..... | Third Grade, Annex to Lincoln School |
| Miss Grata M. Boardman..... | Second Grade, Lincoln School |
| Miss Nora Egeberg..... | First Grade, Lincoln School |

INTRODUCTION.

The purpose of this Course of Study is to unify the work of the grades and give the teachers such a specific outline of the work as will enable them to get the best results in the use of the adopted texts.

In the preparation of this outline several courses of study have been consulted and the ideas adopted which seemed best adapted to our local needs. At all times the State Manual for Elementary Schools has been the general guide, and the course here recommended will be found to conform to its requirements. Frequent reference is made to the Manual, a copy of which should be in the hands of each teacher.

J. W. SMITH,
City Supt. of Schools.

Ritzville, Wash., Sept. 1, 1909.

Rules and Regulations

TEACHERS

All teachers must be in their respective rooms at 8:30 a. m. and at 12:50 p. m.

Each teacher must take his or her turn in remaining at the school during the noon hour to take charge of the pupils who have to bring lunches.

Teachers must see that the rules of the school are enforced and that all instructions of the School Board or the Superintendent are carried out.

PUPILS.

1. Children six years of age, or whose sixth birthday occurs during the first semester of the school, will be admitted at the beginning of the school year.

2. The district is divided into two parts for attendance of pupils up to and including the Seventh Grade. Pupils living on the north side of the railroad track must attend at the Lincoln School, and those on the south side will attend at the Central School. No deviation from this rule will be made except in case of the overcrowded condition of a room.

3. Every pupil shall be punctual and regular in attendance, obedient to all rules of the school, diligent in study, respectful and obedient to teachers, and kind and obliging to schoolmates.

4. Willful disobedience, habitual truancy, vulgarity or profanity, the use of tobacco on or about the school premises, stealing, or the carrying of deadly weapons, the carrying or using of dangerous playthings, shall constitute good cause for suspension or expulsion from school.

5. As soon as dismissed, pupils shall leave the school premises and go directly to their homes. Loitering on the way to or from school is positively forbidden.

6. Pupils shall give attention to personal neatness and cleanliness, and any who repeatedly fail in this respect may be sent home to be prepared properly for school.

7. Pupils shall not be detained more than forty minutes after regular hour for dismissal.

8. In any case of misconduct or insubordination, when the teacher deems it necessary for the good of the school, he may suspend a pupil, and shall send a copy of said notice to the parents or guardians of the child.

9. Teachers shall require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence, tardiness, or dismissal before the close of school, and no excuse shall be deemed valid except that of sickness.

READING

"Proficiency in reading is more likely to lead to lifelong educational progress than proficiency in any other branch taught in the schools." Therefore too much care cannot be exercised in training the pupils in this most useful art.

Three main purposes are to be striven for in our school course in reading, viz.:

1. To enable the pupil to gather knowledge from the printed page.
2. To enable him to give oral expression to the thought in an effective manner.
3. To cultivate a taste for the best literature, and develop proper habits of reading.

FIRST GRADE

Books—Cyr's, Arnold's, and Baldwin's Primers; New Education and Baldwin's First Readers.

1. Reading words and sentences used by the teacher and pupils in conversation and written incidentally on the board. Use word method supplemented by sentence and phonic methods.

2. Introduce primer first through blackboard work based on book. Read easy parts of two primers. Complete two primers by end of first semester.

3. During second semester read two first readers. Give daily drill in phonics and use of diacritical marks.

4. Use constant care in proper expression, taking care especially to avoid monotone. Strive for natural vivacious expression.

5. Teach memory gems, at least 30 lines a month. (Teachers' Manual, p. 5-10. Supplement No. 1, p. 5-10.)

SECOND GRADE

Books—New Education Reader No. II; Baldwin's II; Stepping Stones II.

1. Continue use of blackboard in teaching new words.

2. Give daily drill in phonics.

3. Read the early lessons in two readers before either book is finished.

4. Encourage reading of books other than the text book.

5. Do much supplementary reading.

6. Teach 30 lines of memory gems each month. (Man. p. 10. Sup. p. 10-13.)

THIRD GRADE

Books—New Education Reader No. III. Stepping Stones to Lit. No. III. Baldwin's III.

Two third readers should be completed during the year, besides doing the supplementary reading suggested in the Manual.

Drill for expression. Do not allow stumbling or monotonous reading.

Require lessons to be carefully prepared.

Give practice in use of dictionary.

Diacritical marks thoroughly mastered.

Memorize literary gems as in previous grades. (Man. 11-13. Sup. 13-15)

FOURTH GRADE

Book—Baldwin's Fourth Reader.

Study carefully the meanings of words, phrases and sentences. Make much use of the dictionary.

Strive for intelligent silent reading. Have the substance of each lesson reproduced by pupils before reading aloud.

Give strong oral drill.

Do as much supplementary reading as possible, as suggested in the Manual.

Have pupils memorize literary gems as in lower grades. (Man. p. 13. Sup. p. 15-17.)

FIFTH GRADE

Books—Baldwin's Fifth Reader.

Give special attention to clear and distinct articulation.

Review and drill in use of diacritical marks.

Insist on constant use of dictionary.

Do not neglect memorizing literary gems as in previous grades. (Man. p. 13-15. Sup. p. 18, 19.)

SIXTH GRADE

Book—Baldwin's Sixth Reader.

Cultivate the pictorial imagination by requiring pupils to see clearly pictures in words, and to represent to themselves the details of description. In all oral reading insist upon distinct enunciation, good tones, and proper position.

Do not neglect memory gems. (Man. p. 15. Sup. p. 19, 20.)

SEVENTH GRADE

No reader is to be used in this and the following grade.

The reading exercise must bring out the two main features: First, the child's intelligent conception of the subject matter; and second, his intelligible and interesting rendering of it.

Discover the source of any faulty reading and adopt the suitable method to overcome any such faults.

Dramatization will help the pupils to picture as they read and to express what he reads effectively.

Follow Supplement to Manual in selecting material and method. P. 18-20.

EIGHTH GRADE

Do more intensive work than in lower grades.

Study figures of speech, metrical technique, characteristics of authors, etc.

Give elocutionary drill to develop power of rendering strong selections.

Require memorization of gems. (Man. Sup. p. 20, 21.)

SPELLING

FIRST GRADE

Spelling in connection with reading. All new words should be spelled both orally and in writing. Use especial care to secure correct pronunciation.

SECOND GRADE

Spelling to be continued in connection with the reading lesson. If the teacher chooses, the speller may be put into the hands of the pupils and regular lessons assigned from it. In that case cover the work assigned for Second Grade, viz.: Pp. 5-45. Spell orally twice a week.

THIRD GRADE

Text—Haaren's Word and Sentence Book I. Pp. 47-80.

In addition to the lessons assigned from the speller, use constant care as to the spelling of all new words in other lessons. Do not allow the pupil to show any carelessness in the spelling in any of his written work.

Have oral spelling twice a week.

FOURTH GRADE

Text—Word and Sentence Book I., pp. 81-117.

Exercise constant care not only in the written spelling lesson, but also in all other written work, to see that no misspelled word is overlooked. Do not permit pupils to simply learn to spell the list of words, but see that they understand the meaning and can use each word correctly in sentences. Have the class spell orally about twice a week.

FIFTH GRADE

Text—Word and Sentence Book II., pp. 5-42.

Continue method of preceding grades.

SIXTH GRADE

Text—Word and Sentence Book II., pp. 43-86.

Have assigned lessons recited orally two days a week, and written three days.

SEVENTH GRADE

Text—Word and Sentence Book II., pp. 87-125.

EIGHTH GRADE.

Text—Book II., pp. 127—end of book.

LANGUAGE

FIRST GRADE

Talking—The teacher begins in any study with what the child knows.

Language training must begin with what the child can say.

Observation of common things is necessary for the forming of mental pictures and the stimulating of thought. Following this, the children should spend much time in talking about objects and about their experience with them. The talking vocabulary, which will rapidly increase, is to be made the written vocabulary. The child may (a) name objects, (b) state some quality, (c) describe some action, (d) relate some experience, etc.

Retelling of Stories—Short, simple ones, as told by the teacher.

Reading—Of sentences (a) that have been used in the oral lessons above described and written on the board in the child's own vocabulary; (b) from reading charts; (c) from primers and first readers.

Written Work—Copying: (a) The name and residence of the child from a neatly written card provided for the school; (b) short sentences from script on the board or in the book; (c) the individual letters as writing lessons.

Letter Forms: Capital (a) to begin a sentence; (b) to begin one's own name; (c) I for one's self.

SECOND GRADE

1. Oral Composition

Talking—Continue work of first grade: (a) Names and qualities of animals and objects; (b) their actions and uses; (c) personal experiences; (d) stories and descriptions based on pictures.

Reproduction—(a) Short stories, such as are met in supplementary reading; (b) the substance of the reading lessons; (c) selections to be memorized.

II Written Composition

Copying—(a) Short sentences from blackboard and readers; (b) words that are liable to be misspelled; (c) single letters in the writing lessons.

Letter Forms—Capitals: (a) names of persons; (b) names of streets, cities, days of week, months.

Punctuation—(a) Period or question mark at the end of a sentence; (b) period after an abbreviation.

Abbreviations—(a) Initial letters; (b) "Mr." and "Mrs." in writing parents' names; (c) "St." and "Ave." with residence; (d) title with teacher's name.

Word Forms—The more common contractions.

Dictation—Of short sentences involving only punctuation and capitals as already taught.

THIRD GRADE

Teachers will find more detailed suggestions given in "Lessons in English," Book I.

I. Oral Composition

Talking—(a) Descriptions of pictures and objects; (b) personal experiences; (c) conversations among members of the class; (d) stories suggested by pictures.

Reproduction—(a) The substance of the reading lessons; (b) selections for memorizing; (c) science and information lessons; (d) stories.

II. Written Composition

Copying—(a) Short sentences and stanzas; (b) writing lessons, small and capital letters.

From the outset the pupil should have practice in copying

brief and suitable selections in both prose and verse. The indentation of the paragraph, margins, the spacing between words and sentences, the use of capitals and punctuation marks, as well as the penmanship, should receive special attention. Memorized selections should be written. Perfect copies should be demanded.

Letters Forms—Teach that—

A capital begins a line of poetry.

The word O is a capital.

A capital begins a direct quotation.

Punctuation—(a) Period; (b) question mark; (c) quotation marks in undivided quotations; (d) apostrophe in contractions, and in singular possessives.

Abbreviations—(a) Dr., A. M., P. M., Supt., Mass.; (b) names of months in writing current dates.

Word Forms—(a) Use the terms singular and plural; (b) teach plurals in s; (c) singular possessive forms; (d) proper verb forms from copy and dictation lessons; (e) contractions.

(See "Lessons in English," Book I, pp. 22, 28, 40, 41, 42.)

Dictation—An exercise every day.

Letter Writing—The writing of short, simple, familiar letters in the latter part of the year.

(See "Lessons in English," Book I, pp. 47-50.)

FOURTH GRADE

Lessons in English," Book I, to be in the hands of pupils in this grade.

In this and subsequent grades the oral and written language work is to go on in parallel lines, as indicated in the previous outlines. The material for thought and expression is to be found in the study of form, science, geography, history, arithmetic, and in reading lessons. Ideas must be clear; thought must take definite

shape. Children must be given time to think of what they want to say before they speak or write; cultivate thoughtfulness and deliberation. Use the reading lessons in the same way, in both oral and silent reading. Call attention to good models of language. Let children commit choice passages of prose and poetry to memory.

Throughout Book I there are many lessons for correlation of composition and elementary science. Before the pupil writes he should make careful observation and study from the object if possible. Questions will aid in the orderly arrangement of the child's sentences.

I. Oral Composition

Talking—(a) Descriptions of objects, maps, pictures; (b) stories suggested by pictures; (c) reproduction from reading lessons and from information lessons; (d) stories from history and other supplementary reading; (e) conversations on social topics or points of common etiquette.

II. Written Composition

Copying—Sentences, paragraphs, and selections from prose and poetry.

Letter Forms—Teach that "Proper names begin with capitals"; that "Italics are meant by underlining script."

Continue use of diacritical marks.

Punctuation—(a) The comma, as in "Lessons in English," Book I, pages 45, 55, 57, 97.

(b) The apostrophe in plural possessives.

(c) The hyphen at the end of a line when a word is rightly divided.

(d) Divided quotations.

Abbreviations as they occur in common use, and in geography

and arithmetic.

Word Forms—(a) Plurals in **es**.

(b) The sixteen plurals in **ves**.

(c) The nine plurals without **s**.

(d) Formation of possessives.

Continue drill on verb forms and pronoun forms commonly misused. (See Index, "Lessons in English," Book I.)

Dictation daily.

Letter Writing—Familiar letters. Folding of paper for insertion in envelopes. Envelope addresses.

Story Telling—In this grade children should become familiar with some of the best short classic stories. Encourage the reading of them in books belonging to class and public libraries.

FIFTH GRADE

Pupils will use "Lessons in English," Book I.

The work of this year consists partly in **reviewing** and extending most of the forms and methods of previous grades. Attention must still be paid to —

Copying (occasionally),

Letter Forms,

Punctuation,

Abbreviations,

Word Forms,

Dictation,

Letter Writing,

Choice of Words,

in accordance with directions for previous grades. The difficulties presented and the work required must be adapted to the attainments of the pupils.

I. Oral Composition

Continue reproductions, descriptions, stories, and memorizing of choice passages. Use supplementary readers.

II. Written Composition

Copying, from all text-books, to teach orderly arrangement.

Letter Forms—Capitals: In titles of books; in geographical proper names; indicated by **doubly** underlining script.

Dictation—Exercises comprising capitals, punctuation, homonyms, daily throughout the year.

Word Forms—Nouns ending in **o** form their plurals in **s**. Teach as exceptions: **Cargoes, calicoes, echoes, heroes, mosquitoes, mottoes, negroes, potatoes, tomatoes, torpedoes, volcanoes, vetoes.**

Letter Writing—Familiar letters written, folded, enveloped, addressed, and even mailed, if creditable—their subject matter to include **narrative** and **descriptive** writing, based on personal experience, geography work, and lessons in plant and animal life. Furnish **outlines** for letters to secure orderly arrangement.

Narrative Writing in connection with history and biography. The historical reading of the class may be utilized by reproducing simple stories of American history. The story must be understood, made the basis of questioning, and told orally, before any attempt is made to write it. Use a simple outline to secure orderly and logical arrangement; avoid non-essentials.

Descriptive Writing in connection with geography and elementary science. Qualities of objects, their material, use, etc. Simple outlines.

Choice of Words—Practice in selecting the right word or phrase among several different expressions.

Study and Use of Synonyms; use of dictionary.

Technical Grammar—Subject and predicate; the parts of speech. Pages 187-228.

SIXTH GRADE

“Lessons in English,” Book II, with which pupils are to be supplied.

Part III of Book II contains a systematized course in English composition. This may be, (a) taught just as it stands, (b) interspersed with lessons in grammar, or (c) used as materials for composition work, the teacher making her own selections and following any order she chooses. If the last named method is followed, the following suggestions may be helpful.

Oral and Written Composition

Dictation, Story Telling, and Choice of the right inflected form may still be the subject of brief exercises less frequently given than before.

Letter Writing—Most of the written exercises of whatever kind may take the form of letters, thus affording practice in the use of correct forms. (Pages 266-286.)

Narrative Writing—To be continued, use being made of historical reading especially. Use suitable outlines to secure a logical method. (Pages 287-305.)

Descriptive Writing—Geographical and scientific descriptions continued and extended. The field here is large and interesting. (Pages 308-327.)

Call for descriptions of **plants, animals, and persons**, suitable outlines being used. (Pages 322-326.)

Synonymy—Properly taught, this study will greatly increase the vocabulary of the child. Words, however, should always be used in connection with other words. Short sentences from reading books may be paraphrased. (Pages 251-255.)

Technical Grammar

(a) Begin the **analytic study** of the sentence.

- (b) Explain what is meant by **elements** of the sentence.
- (c) Show how the various **modifiers** are classified.
- (d) Begin the study of the **parts of speech**.
- (e) Teach **kinds, forms, and uses** of the **noun**. Pages 1-106.)

SEVENTH GRADE

Pupils will use "Lessons in English," Book II.

In General—Directions given for previous grades still apply. Teachers should be familiar with what has been taught in lower grades. Tests will show how hard it is to fix correct habits of speech in writing, and will reveal the necessity of continual **practice** upon letter and word forms, punctuation, etc. For this purpose continue **Dictation Exercises**.

Oral and Written Composition

See directions under the preceding year. The following suggestions are made for selection of composition work.

Letter Writing—Business letters may be written, using a three-line address corresponding to that used on the envelope. Practice envelope addressing and the folding of letters. (Pages 275-281.)

Narrative Writing—Further use may be made of historical topics, care being taken to secure an orderly treatment. **Personal Experience** may be narrated. (Pages 296, 297; 303-307.)

Biographical sketches of prominent historical characters may be written. Follow outlines and explain the use of them. (Pages 297-303.)

Descriptive Writing—In addition to exercises of the kind previously suggested, persons, places, natural scenery, natural phenomena and forces, landscapes, edifices, machines, occupations, and processes of construction, etc., may be described. (Pages 308-327.)

Worthy pictures may be studied and described. (Pages 313, 317, 321, 326.)

The Study of Synonyms is to be continued and extended. Pages 251-255.)

Choice of Words—Right and wrong expressions should be discriminated and the pupil should be led to detect and to avoid common errors in usage, though the teacher should beware of a too mechanical drill in these exercises. (Pages 256-265.)

Technical Grammar

A review is to be made of the work of the previous year, and the study of the structure of sentences is to be continued.

The **Pronoun**, the **Adjective**, and the **Verb** are to be studied with reference to **Kinds, Forms, Uses and Errors in Using**. (Pages 106-187.)

What may have been previously taught regarding correct forms as a matter of euphony becomes now a study of rules and good usage.

EIGHTH GRADE.

"Lessons in English," Book II, will still be used.

In general the work of this grade is to review previous methods and principles, and to extend their application. Additional and more advanced exercises must be given upon points that the pupil has begun to understand.

Make the structure of sentences familiar by giving practice upon all phases of it. Let the uses of inflected forms and the choice of the right word receive continued and careful attention. (Pages 255-265.)

Written Composition

Suggestions—Continue practice in the writing of familiar and business letters. Telegraphic brevity may be studied as a

form of condensed expression (pages 285, 286), and formal notes of invitation and acceptance may be written (pages 280-284); but in these encourage the use of original expressions, and teach that it is better to write gracefully and to the point in one's own words, than merely to follow a stiff model.

Exercises in **Narrative** and **Descriptive** writing in some one of their many forms should be prepared weekly.

Explanation—Simple exercises in exposition of familiar subjects may be introduced in this year. (Pages 328-338.)

Paragraphing—The leading principles of the paragraph, such as unity and order of sentences, may now be taught. Pages 339-343.)

Synonymy, and **Variety of Expression** should receive attention. (Pages 228, 229, 251-265.)

Study of Literature—Make at least one selection for study from each of these leading American authors: Irving, Prescott, Bancroft, Motley, Emerson, Lowell, Bryant, Longfellow, Whittier, Holmes, and require a brief biographical sketch of the author. British authors may be added. Try to make the essential qualities of good English felt, if not discovered. (See Index, under "Literature.")

Technical Grammar

The study of the parts of speech in detail, with reference to **Kind**, **Forms**, **Uses**, and **Abuses**, should be completed. This includes the **Adverb**, **Preposition**, **Conjunction**, and **Interjection**, as well as **Participle** and **Infinitives**. (Pages 188-220.)

A **General Review** of the whole subject, as related to the structure of sentences and the uses of words, should be made. (Pages 221-233.)

ARITHMETIC

FIRST YEAR

Expression—Reading and writing numbers to 100; Roman numerals to XII, using clock dial; Fractional forms used, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$. Signs, +, —, =.

Integers—Teach the numbers objectively from 1 to 10, inclusive; recognition of the number without counting; combining, separating, taking away and comparing groups of objects, first visible and then invisible; counting by ones and tens to 100.

Fractions—Halves, fourths, thirds of a single object. Teach 1-2 of 2, 4, 6, 8, 10; 1-3 of 3, 6, 9; 1-4 of 4, 8.

Denominate Numbers—Cent, nickel, dime; pint, quart; inch, foot; day, week.

Form and Mensuration—Exercises to develop ideas of size, direction, form, likenesses and differences in objects.

Materials—Objects in variety and plenty must be used. Counters of various kinds, splints of various lengths, squares and cubes of different sizes, foot rulers, toy money, pint and quart measures, domino cards, cards for number perception, etc.

SECOND YEAR

No text book is used in this grade.

Expression—Reading and writing numbers to 1000; Roman numerals to L; time by quarter hours; dollars and cents. Signs, \times , \div , =, \$, c.

Integers—I. The forty-five primary number facts of addition and subtraction. Numbers developed through 20. (See "Southworth-Stone Arithmetic," pp. 6 and 9.)

II. The addition and subtraction of numbers to three orders. Use not more than five addends.

III. The facts of the multiplication and division tables to 5×10 . Count forward and backward by 2's 3's, 4's, 5's within limits of tables learned.

IV. Multiplication and division of numbers not exceeding three orders by digits less than 6, each digit of the dividend to be a multiple of the divisor.

V. Comparison of product with one factor within limits of tables learned. Thus: 24 is 6 times 4; 4 is one-sixth of 24.

Fractions. Halves, thirds, fourths, and sixth of a single object, 1-2, 1-3, 1-4, 1-5, 2-3, 2-4, 3-4, 2-5, 3-5, 4-5 of exact dividends within limits of tables learned.

Denominate Numbers—Measuring units: Pints, quart, gallon; inch, foot, yard; square inch; days in week and months in year; dozen and its fractional parts. All silver coins. Hour and quarter-hours by the clock.

Form and Mensuration—Correlate with drawing and manual work. Draw rectangles having dimensions in integral inches. Divide into rows of inch squares. Compare one row with the whole rectangle. Areas of rectangles found within limits of tables learned as an exercise in multiplication.

Materials—Same as first year, with the addition of gallon measure and yard stick.

THIRD AND FOURTH GRADES

Book I of the "Southworth-Stone Arithmetics" should be in the hands of the pupils in these grades. Part I should be covered by pupils of the Third Grade, and Part II by pupils of the Fourth Grade.

FIFTH AND SIXTH GRADES.

Book II in the hands of the pupils. Part I for Fifth Grade, and Part II for Sixth Grade.

SEVENTH AND EIGHTH GRADES

Book III to be used for these grades. Part I for Seventh, and Part II for Eighth Grade.

GEOGRAPHY

THIRD GRADE

Manual, pp. 48-52.

Study surface features in vicinity of school.

Study atmospheric conditions, daily weather observations.

Study directions and distances. Measure easy distances in paces and feet.

Plan of school-room and school-yard, and map of Adams County.

Industries of home regions.

Child life in other lands: Comparing with ourselves with regard to homes, clothing and food, amusements, schools, methods of travel.

FOURTH GRADE

Text—Frye's Elements.

Study the world as a whole, making use of the globe. Com.—5—School Book —Journal Herold Publishing Co Ritzville
pare Western and Eastern Continents, and teach six grand divisions.

Teach State of Washington.

Select such portions of the text as are in line with the outline given in Manual. Follow closely. See Manual, p. 52.

FIFTH GRADE

Text—Fry's Elements.

Study North America, the United States, and her depen-

dencies, with a general study of South America, Europe, Asia, etc.

Give regular work in map drawing with each division studied, including relief maps, product maps, etc.

See Manual, pp. 52, 53.

SIXTH GRADE

Text—Fry's Grammar School Geography.

Study form and size of earth, the motions and their results, zones, latitude and longitude, making use of globe.

Forms of land, with causes.

The atmosphere-composition, winds, etc.

Forms of life, races of man, governments, religions, etc.

North America and detailed study of the United States.

South America, Eurasia, Europe.

See Manual, pp. 53, 54.

SEVENTH GRADE

Fry's Grammar School Geography completed.

Study, Asia, Africa, Australia, Tasmania, New Zealand, and Pacific Islands.

Review State of Washington. Study more intensively.

Review United States, with special reference to physical and political geography.

Follow suggestions given in Manual, pp. 54, 55.

HISTORY

Instruction in history should aim not only to impart information, but also to give a taste for historical reading, and to develop high ideals and aspirations. The teacher should keep these points in mind, so as to give this trend to the whole course. Before a text book is put into the hands of the pupils the instruction must

be given as stories of interesting events and biographies of leading historical characters. This work can be correlated especially with the reading and language lessons. The work may begin with the first grade, and follow something like the following outline:

FIRST GRADE

Fairy stories and folk-lore to be read or told the children. Repeat the stories frequently. Give pupils a chance to reproduce them orally. Use Grimm's, Andersen's, and Japanese Fairy Tales, and Scudder's Fables and Folk Stories, etc.

SECOND GRADE

Continue folk-lore and fairy tales, and also give them stories of noted heroes. "Alice in Wonderland," "The King of the Golden River," Kingsley's "Water Babies," Stories of Norse Gods and Heroes, and Kingsley's "Greek Heroes," will furnish suitable material.

THIRD GRADE

In this grade a beginning may be made of having stories reproduced in writing. The subject matter should include Stories of Greece and Rome, of Columbus, of Indian life, and of the early history of our own country as told in "America's Story for America's Children." Use also "Great Americans for Little Americans."

FOURTH GRADE

The history stories presented should include stories of exploration, of pioneer life, biographies of great Americans, and the most interesting stories of English History.

Suitable material may be found in "American History Stories," by Mara L. Pratt; "Stories of Adventure," by E. E. Hale; "Lives of the Presidents," by Edward S. Ellis; Vols. I

and II of "America's Story for America's Children," by Pratt, and Blaisdell's "Stories from English History."

FIFTH GRADE

Begin the use of Montgomery's Elementary History. Take to page 149. In addition to the text have pupils read Guerber's "Story of the Thirteen Colonies," Pratt's America's Story for America's Children," Vols. III and IV, and Hawthorne's "Grandfather's Chair." In this grade follow suggestions of the Manual in regard to topics in Civics.

SIXTH GRADE

Complete Montgomery's Elementary History. For supplementary work read Ellis's "Lives of the Presidents," Vol. V of Pratt's "America's Story for America's Children," Franklin's Autobiography, Four American Explorers, Four American Inventors, and Stories of Old France.

Study Civics as outlined in Manual.

SEVENTH GRADE

Begin the study of Mace's School History. Take to page 214. See that pupils are able to summarize and give the principal facts in each of the three periods studied, viz.: 1. Discovery and Exploration; 2. Colonization; 3. Revolution. Encourage parallel reading in other texts, and require supplementary library work. Refer them to such library books as bear upon the topics being considered.

Use Dunn's Community and Citizen once a week. See Manual for suggestions in Civics.

EIGHTH GRADE

Begin with the Constitutional Period (Mace's History, p. 214), and complete the text. Require the pupils to recite topic-

ally from outlines placed on the board. Drill them in outlining topics and summarizing chapters or periods. Once a week have a lesson from Dunn's Community and Citizen. Give special attention to the Constitution. See Manual.

As in the Seventh Grade, require a great deal of parallel reading from the library and other text books. Assign topics on lives of the presidents, the chief historical characters of this period, great inventions, etc.

Give a general review of the whole text.

PHYSIOLOGY

(Taken largely from the Course of Study for Whitman County.)

As no text book is used in the first five grades the outline here given for those grades is made rather full. The instruction should be elementary, and excessive detail avoided. However, the essential technical terms should be taught.

Simple experiments should occupy a large place in all grades. Examples: The necessity of air to the burning candle; the extraction of lime from bone by acid; the destruction of cartilage by fire; tests for albumen, starch and fats; artificial digestion of the common foods, and the effects of alcohol upon each process, etc. Dissections should be made as opportunity presents, and the pupils required to make diagrams of all parts so studied.

The teacher should be a model as to correct personal habits.

FIRST GRADE

Throughout the year give oral lessons on bodily cleanliness. Emphasize the physical and social effects of uncleanness and teach the pupils correct habits in bathing and in caring for the teeth and nails. The care of the eyes, and correct habits of posture should receive due attention.

SECOND GRADE

Review the work of the First Grade. Emphasize bodily cleanliness and the importance of frequent changes of clothing. Give lessons in ventilation. Evil results of incorrect posture. Teach the uses of food and sleep, and give instruction in proper habits of eating and sleeping.

THIRD GRADE

Review work of First and Second Grades. Continue to impress the pupils with the importance of cleanliness, correct posture, care of the eyes and teeth, and habits of eating and sleeping. Emphasize the importance of bedroom ventilation.

FOURTH GRADE

Review work of the Third Grade. Make classification of tissues of the human body. Study bones and muscles.

I. The Bones

1. The skeleton and its principal divisions. How held together. Nature and structure of bony tissue.
2. The general function of the bones. The particular functions of each of the larger groups of bones.
3. Things to be avoided to prevent malformation of bones and protect them from accident, as undue pressure from clothing, improper positions, dangerous games.

II. The Muscles

1. The muscles as a system. The nature of muscular tissue and its attachments.
2. The functions of the muscles. The work of important muscles illustrated.
3. The effect of pressure and improper positions on the muscles. The kind and amount of exercise needed. The effects of alcohol and tobacco upon muscular tissue.

FIFTH GRADE

Review work of the Fourth Grade. Study the skin, nerves and special senses.

I. The Skin.

1. The structure of the skin. Hair and nails.
2. The functions of the skin.
3. Necessity of frequent bathing; kinds of baths. Quality, style and change of clothing to keep skin and other parts of the body in healthful condition.

II. The Nerves

1. A brief general study of the nervous system, including the nerves and chief nerve centers. Study nerve tissue and character of nerve action.
2. The functions of the nervous system.
3. How the nerves are affected by fatigue of the body; by overworking the mind; by cheerfulness, or lack of it. The necessity of regular and sufficient sleep, and of regular exercise. Emphasize the injurious effects of the use of alcoholic liquors, tobacco, and other stimulants and narcotics upon the nerves, nerve centers and vital organs.

III. Special Senses

1. The special organs of sense. The eye and ear studied as especially important.
2. Functions of different organs of sense.
3. Care of the eye and ear.

SIXTH GRADE

Overton's Primary Physiology is to be in the hands of the pupils. If the work outlined in the previous grades has been well done much of the text will be review, helping to fix it more permanently in the minds of the pupils. In this grade put the em-

phasis on foods, digestion, breathing, and circulation. Do not neglect presenting the evil effects of alcohol and tobacco.

SEVENTH GRADE

Pupils are to be supplied with Overton's Intermediate Physiology. Each pupil should have a notebook that is to be preserved. Give a great deal of time to an original examination of the thing studied. Perform all experiments possible. Wherever feasible use the microscope. Have results of all observations and experiments neatly recorded in the notebooks, with diagrams and drawings to illustrate.

EIGHTH GRADE

Overton's Advanced Physiology to be in the hands of the pupils.

Experimental methods should hold even a larger place than in the Seventh Grade. The teacher can, with the assistance of some of her pupils, provide simple apparatus. Obtain specimens of heart, lungs, or other objects of instruction. The teacher should use abundant illustration, and the pupils exercise personal observation. Follow directions of Seventh Grade.

At the close of this course a pupil should be able to give the general plan and functions of the skeleton, skin, nerves, digestive, circulatory and respiratory organs, and so much of the hygiene of each as is required for intelligent care of the body. They should be required to give a summary of the nervous system and of the sense organs, a diagram of the eye, the ear, the digestive tract, and the circulatory system, and to be able to give the effects of stimulants and narcotics upon the body and nerve centers.

NATURE STUDY

The value of Nature Study in the school curriculum is so well recognized that it needs no argument or apology for the place it occupies. No other study compares with it in developing the child's power of observation, and in leading him to reason back to the causes of events, or forward to the outcome of certain conditions. The more absolute facts he can be led to observe and study into the better he is prepared to cope with the problems of life.

In the Primary Grades at least one or two periods each week should be devoted to this study, and the work correlated with language the rest of the week.

Conditions are so variable that a hard-and-fast outline for each grade is impracticable. The presentation of the subject in the State Manual is very helpful and suggestive, and the teachers will do well to make a careful study of it. The work must be adapted to each season of the year as well as to the capacities of the pupils.

In connection with the actual observation lessons there should be read and studied such nature myths and poems as will develop the love for the beautiful in literature as well.

Have the pupils make drawings of the various objects studied, such at least as are within their capacities.

In addition to the suggestions found in the Manual the teachers are referred to the excellent outline in the Whitman County Course of Study, published by Supt. N. D. Showalter.

PENMANSHIP

During the first six years of school the pupils should be given special daily drill in penmanship. The teacher should either

require the pupils to supply themselves with suitable copy-books adapted to the grade; or, if capable of conducting the class in that way, blackboard copies may be set for the pupils to use in their practice on foolscap paper. In either way, however, as much individual attention as possible should be given the pupils, drilling them in proper position at their desks, manner of holding the pen, and securing free movement.

The purpose of the school course in writing is not to make fancy writers, but to gain speed and legibility. This can only be secured through continued practice.

Good pens, good ink and good paper are indispensable. Round pointed pens should be used, especially in the lower grades.

MUSIC and DRAWING

The work in these two departments will be under the supervision of Miss Edna Wilson, who will furnish her own outlines of work. There will be abundant opportunity, however, for each teacher to do much additional work, especially in drawing, in correlation with the other studies. In the primary grades considerable singing should be done, such as for opening exercises, songs interspersed in the program for rest, etc.

MANUAL TRAINING

A beginning has been made in both the High School and the grades in the subject of Manual Training, but since we have no supervisor in that subject it has been limited to the individual abilities of the various teachers. There is here a great field for development, and it is hoped that each teacher will consult the helps to be found in the library to find suitable material to use in their grades. There should be a regular time set apart in the program each week for this subject. The outline found on page 110 of the State Manual is suggestive, and may be a help to the teacher in deciding what to introduce.

LIST OF BOOKS REQUIRED IN THE GRADES

First Grade—

Cyr's, Arnold's, and Baldwin's Primers.

The New Education, and Baldwin's First Readers.

Second Grade—

Reading—New Education Reader No. II.

Supplementary—Baldwin No. II, and Stepping Stones No. II.

Spelling—Word and Sentence Book No. I.

Third Grade—

Reading—New Education Reader No. III, Stepping Stones No. III.

Numbers—Southworth-Stone Arithmetic, Book I.

Spelling—Word and Sentence Book, Book I.

Fourth Grade—

Reading—Baldwin's Fourth Reader.

Arithmetic—Southworth-Stone, Book I.

Language—Scott-Southworth Lessons in English, Book I.

Geography—Frye's Elements.

Spelling—Word and Sentence Book, Book I.

Fifth Grade—

Reading—Baldwin's Fifth Reader.

Arithmetic—Southworth-Stone, Book II.

Language—Scott-Southworth Lessons in English, Book I.

Geography—Fry's Elements.

Spelling—Word and Sentence Book, Book II.

History—Montgomery's Elements of History.

Sixth Grade—

Reading—Baldwin's Sixth Reader.

Arithmetic—Southworth-Stone, Book II.

Grammar—Scott-Southworth Lessons in English, Book II.

Spelling—Word and Sentence Book, Book II.

Spelling—Word and Sentence Book, Book II.

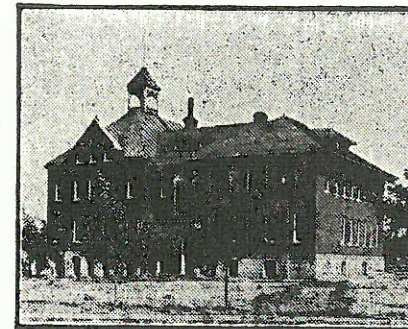
Spelling—Word and Sentence Book, Book II.

[illegible]

OUTLINE OF STUDY

| | GRADE | READING | SPELLING | LANGUAGE | ARITHMETIC | GEOGRAPHY | HISTORY AND CIVICS | PHYSIOLOGY | PENMANSHIP | |
|--|-------|--|--|---|---|---|---|------------------------|--|--|
| | I | Cyr's, Arnold's & Baldwin's Primers. New Educational & Baldwin's First Readers. | All words in the readers. Both oral and written. | Oral, in connection with other studies. | Reading and writing numbers to 100. Combinations to 10. | | Oral Folk lore and fairy tales | Oral | Book I Lead Pencils | |
| | II | New Education No. II. Stepping Stones No. II. Baldwin's No. II. | Book I. Pp. 5-45 | Oral and written in connection with other work. | Numbers to 1000 | | Fairy tales, Mythology, Noted Heroes | Oral | Book II Pencils or Pen and Ink | |
| | III | New Education No. III. Stepping Stones No. III. | Book I Pp. 47-80 | Oral and written as above. | Book I. Part I | Oral | Stories of Indian Life, Early Am. Hist. Noted Americans, Greece and Rome. | Oral | Book III Pen and Ink | |
| | IV | Baldwin's No. IV. | Book I. Pp. 81-117 | Book I. | Book I. Part II | Frye's Elements of Geography See Manual | Stories of discovery and exploration pioneer life. Great Americans and English History stories. | Oral | Book IV | |
| | V | Baldwin's No. V. | Book II. Pp. 5-42 | Book I. | Book II. Part I | Frye's Elements See Manual | Montgomery's Elements of History to page 149. Civics See Manual | Oral | Book V | |
| | VI | Baldwin's No. VI. | Book II. Pp. 43-86 | Book II. | Book II. Part II | Frye's Grammar School Geography See Manual | Montgomery's Elements completed. Civics See Manual | Overton's Primary | Book VI | |
| | VII | Classics, Geographical and Historical reading. | Book II Pp. 87-125 | Book II. | Book III Part I | Frye's Grammar School Geography See Manual | Mace's School History Dunn's Community and Citizen Also see Manual | Overton's Intermediate | Strive for neatness and legibility in all written work | |
| | VIII | Same as in Seventh Grade. | Book II Pp. 127-166 | Book II. | Book III Part II | Review | Mace's History completed Civics, Dunn's Community and Citizen Also see Manual | Overton's Advanced | Same as in Grade VII | |

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RITZVILLE HIGH SCHOOL

Fully Accredited



Three Full Four-year Courses: Classical, Scientific
and English

INTRODUCTION

The efficiency and standing of the Ritzville High School is increasing each year. The directors are using great care in securing the best of instructors. Considerable money is spent each year for supplies and equipment for the laboratories so as to enable the teachers to employ the most modern methods of instruction. The library facilities are supplemented by access to the Carnegie Public Library, thus securing to students ample means for research.

Admission to the Freshman class is dependent upon having passed the state examinations for the Eighth Grade.

No tuition is charged for attendance.

Our graduates receive full credit with the State University and the various state institutions for any subject they have pursued in the High School.

Outline of Course of Study for the Ritzville High School

| YEAR | CLASSICAL COURSE | SCIENTIFIC COURSE |
|-----------|---|---|
| Freshman | English Algebra Physical Geography Latin | English Algebra Physical Geography Ancient History |
| Sophomore | English Plane Geometry Ancient History Latin | English Plane Geometry Mediaeval & Modern History Botany |
| Junior | English Solid Geometry or Option, and Higher Algebra Mediaeval & Modern History Latin or German I | English Solid Geometry and Higher Algebra German I Option |
| Senior | English U. S. History and Civics Physics Latin or German II | English U. S. History and Civics Physics German II |

Options—

Manual Training, one year. Open to boys of any one of the last three years of the course.

Arithmetic and Physiology, one semester each. Open to Juniors and Seniors.

Free-Hand Drawing, twice a week throughout the year. One credit. Open to all.

English Course—

In addition to the courses outlined above, an English Course is offered, which differs from the Scientific Course in the substitution of options in place of the two years of German.

Thirty-two credits are required for graduation. A credit is a five-hour subject for one semester. A promotion average of at least seventy-five per cent is required in each branch.

ENGLISH

Four years of English are offered. This is a required study for graduation in all courses.

During the first year emphasis is placed on the principles of composition. The text used is Gardner & Kittridge. Frequent compositions, mainly narrative and descriptive, are required. The study of classics occupies a due portion of time.

Lockwood and Emerson's "Composition and Rhetoric" is used as a text for the second year. Here emphasis is placed on the pupil's own thinking and writing. Theme writing takes a prominent place. The study of classics is continued.

The third year is occupied with a systematic study of English Literature. The pupils become familiar with the masterpieces of the language, especially those by British authors. A number of selections are taken up for intensive and exhaustive study. Halleck's English Literature is the text used.

During the fourth year a similar study of American Literature is carried on. The text used is Brander Matthews' "Introduction to American Literature."

Throughout the course an effort is made to follow the suggestions given in the State Bulletin No. 5, on English in the High Schools. Daly's Advanced Rational Speller is used in each class.

During the past year the following classics were studied:

The Merchant of Venice, As You Like It, Othello, Ivanhoe, The Vicar of Wakefield, Gray's Elegy, Webster-Hayne Debate, Deserted Village, Milton's Minor Poems, Selections from the works of Burns, Bryant, Longfellow, Whittier, Lowell and Poe.

LATIN

Four years of Latin are offered, the first two years being required for graduation from the Classical course.

The first year is occupied in the study of the essentials of Latin Grammar. The pupil becomes familiar with a limited vocabulary, sufficient to introduce him to a study of Caesar, and has practice in translating both from Latin to English and from English to Latin. The text to be used is Hale's First Year Latin.

The Latin text for the second year is Greenough, D'oge and Daniel's Second Year Latin. During this year an equivalent of four books of Caesar is read. A special study is made of the Roman army and methods of warfare, and the life and times of Caesar.

The third year's Latin consists of a study of Cicero. At least six of the orations are read, including three of the Orations Against Cataline, De Imperio Pompei, and Pro Archia Poeta. Bennett's Prose Composition is used once a week. The text in Cicero is Allen & Greenough.

Fourth year Latin consists of a study of Vergil's Aeneid. Six books are read. The principal topics studied are: The structure, history and purpose of the poem, Roman Mythology, the life of Vergil, and the structure and correct reading of the Dactylic Hexameter. Prose composition is continued.

Each pupil is required to possess and bring to class a copy of Allen & Greenough's Latin Grammar.

The keeping of a Latin form book will be required in the first and second years.

Vergil and Cicero will alternate. Vergil will be studied during the year 1909-10.

GERMAN

Two years of German are offered. This is a required subject in the Scientific course, and an option in place of third and fourth year Latin in the Classical course.

The text books used are: Joyne's-Meissner Grammar, and Keller's First and Second Years of German. Besides the study of these texts there is also read a number of simple German stories. The following list has been used here: Gluck Auf Immensee, Wilhelm Tell, Hoher als die Kirche, Marchen und Erzählungen, Die Neffe als Onkel, Marie Stuart, Das Wirtshaus zu Cransac, Einer Musz Heiraten, Eigensinn, Das Haidedorf, Komödie auf der Hochschule, Hermann und Dorothea.

MATHEMATICS

First Year—Elementary Algebra.

White's Algebra to Quadratics, p. 239.

This subject is required in all courses.

Second Year—Plane Geometry.

Schultze and Sevenoak Plane and Solid Geometry.

Complete the subject of Plane Geometry. Abundant work is given in original exercises to develop the power of independent reasoning. This is a required subject in all courses.

Third Year—Solid Geometry and Higher Algebra.

Solid Geometry: Same author as above. Complete the text. This subject occupies one semester's work, and is required in the Scientific and English courses. In the Classical course it may be omitted and a suitable option substituted.

Higher Algebra: White's Algebra. Commence with Quadratic Equations. First, however, make a brief review of the

principles of factoring, involution and evolution, and radicals. Take to logarithms.

High School Arithmetic: Stone-Millis Secondary Arithmetic will be the text used. One semester's work is offered. The work consists of actual practical business problems of the day. Short business methods and absolute accuracy will be special features. This is intended mainly as a Senior subject, but will be also open to Juniors.

SCIENCE

Three years of science at present are offered; one year each in Physical Geography, Botany and Physics.

PHYSICAL GEOGRAPHY

Tarr's New Physical Geography is the text used. Many simple experiments are performed in the classroom by the instructor. A permanent notebook of experiments, observations, class notes and map work is kept by each pupil. A special study is made of contour maps of characteristic regions. Much interesting supplementary reading is done by each pupil.

BOTANY

The text used is Bergen's Foundations.

The first semester is mainly occupied in the study of cryptogams, and the second semester to phanerogams, classification, botanical geography, ecology, etc. Three double periods per week are devoted to laboratory work, and two periods to recitation. Each pupil is required to keep a laboratory notebook with carefully made drawings and descriptions of observations and experiments. In the spring each pupil must collect, mount and classify at least twenty-five specimens of the local native flora.

Unless absolutely necessary to offer this subject it will be omitted from the course for this year (1909-10).

PHYSICS

Millikan & Gale's First Course in Physics and Manual to accompany same. This is a required subject for all Seniors.

The laboratory is equipped with a sufficient amount of apparatus for demonstration purposes, and a supply is being added for the carrying on of individual experiments by the members of the class. Three days per week (double periods) will be devoted to laboratory work, and two to recitation and classroom demonstrations. Each pupil must keep a laboratory notebook with experiments carefully written up and illustrated with drawings.

PHYSIOLOGY

It is purposed to offer a half year's work in Physiology during the second semester of the year to follow Arithmetic.

Besides getting a general survey of the structure and functions of the various organs of the body, special features will be made of the typical cell, the chemical composition of the tissues of the body and of foods, and the microscopic examination and chemical tests for each.

HISTORY

The course offered in history consists of one year of Ancient History, one of Mediaeval and Modern History, and one of United States History and Civics.

Ancient

Myers' Ancient History will be the text, and will be supplemented by extensive outside readings. The Ivanhoe Note-Book on Ancient History will be carefully filled out by the student.

Mediaeval and Modern

Myers' Mediaeval and Modern History will form the basis for this course. Parallel reading supplementary to the text will be required of each pupil. This course should follow Ancient History. It then enables the pupil to trace the progress of the world down to the present day. This is not to be offered this year (1909-10).

United States History and Civics.

Hart's American History and Fiske's Civil Government of the United States are the texts used. One semester is devoted to each text.

STUDENT ACTIVITIES

In line with the tendencies of the day the students of the Ritzville High School are encouraged in forming and conducting various organizations and activities. In the main, the students are allowed to conduct these organizations in their own way, getting their advice and plans from any source. A few restrictions, however, have been found necessary, among which are the following:

1. No student will be allowed to engage in so many student activities as to interfere with the quality of his school work.
2. All functions that partake of a public nature must receive the sanction and be under the supervision of the superintendent or some member of the faculty appointed by him.
3. Each organization must furnish to the principal a complete financial exhibit at the close of each school month, showing all receipts and expenditures and the state of the treasury.

The organizations in the High School are as follows:

1. Class organizations.
2. Athletic association.

3. Boys' and Girls' Glee Clubs.

4. Orchestra.

5. Press association.

It is the custom of the Senior and Junior classes to give a class play each year.

The athletic association requires a membership fee from the boys. They have a gymnasium, shower bath and lockers in the basement of the school. Football, basketball, baseball, and field and track practice are the features.

The press association publishes "Wheat," a monthly high school paper.

"Speelyei," the high school annual, is published by the Senior class.

A debating club will be organized again this year. One of the objects will be to again enter the debating contest with other high schools of the state.

LIST OF HIGH SCHOOL TEXT BOOKS

English—

Composition—Gardner and Kittridge.

Composition and Rhetoric—Lockwood & Emerson.

English Literature—Halleck.

American Literature—Brander Matthews.

Latin—

First Year—Hale's First Year Latin.

Second Year—Greenough, D'oge & Daniel.

Third Year—Cicero, Allen & Greenough.

Fourth Year—Vergil, Greenough & Kittridge.

German—

First Year—Keller's First Year German.

Second Year—Keller's Second Year German.

Joynes-Messner Grammar.

Mathematic—

Algebra—White.

Geometry—Schultze & Sevenoak.

Arithmetic—Stone-Millis.

History—

Meyers' Ancient History.

Meyers' Mediaeval and Modern History.

Hart's American History.

Fiske's Civil Government.

Science—

Tarr's New Physical Geography.

Bergen's Foundations of Botany.

Millikan & Gale's Physics.

Overton's Advanced Physiology.

Manual Training

A year of manual training is offered to the boys in either of the three upper classes. Two hours per day are devoted to this work, and the time is equally divided between wood-work and mechanical drawing.

In wood work each student is furnished with an individual kit of tools for which he is held responsible. A sufficient number of tools for general use is also furnished to work out the required exercises.

In this course a high degree of accuracy is striven for. After enough exercises have been given to secure proficiency in the use of tools and a good degree of accuracy, a piece of mission furniture is put up by each student.

In mechanical drawing a complete drafting outfit is put into the hands of each student. Instruction is given in the proper care and use of the instruments, and accuracy and neatness in work required. Practice is given in constructing geometrical figures, in orthographic and isometric projections, and in perspective drawing.

Mechanical drawing is open also to the girls, and may be taken by them in alternation with free-hand drawing and water color work. This makes a strong year's work in drawing

Herrick and Damon
Composition & Rhetoric
~~for~~
New Phy. Geog. Trav.
I Latin, Hale

Part 4

UNION BINDING & PRINTING COMPANY, Inc.
RITZVILLE, WASH.



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1910

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OUTLINE COURSE OF STUDY FOR RITZVILLE HIGH SCHOOL

IN ACCORDANCE WITH THE COURSE FOR FOUR YEAR ACCREDITED
HIGH SCHOOLS OF THE STATE OF WASHINGTON

| YEAR | CLASSICAL COURSE | SCIENTIFIC COURSE | ENGLISH COURSE | OPTIONS |
|-------------|--|--|---|--|
| FIRST YEAR | English Algebra Latin Option | English Algebra Physical Geography Option | English Algebra Physical Geography Option | Ancient History Agriculture Manual Arts |
| SECOND YEAR | English Geometry Latin Option | English Geometry Botany Option | English Geometry Botany Option | Mediaeval and Modern History Agriculture Manual Arts |
| THIRD YEAR | English Algebra 1st Semester Solid Geom. (or Option) 2nd Semester. Latin or Modern Lang., Option | English Algebra 1st Semester Solid Geom. 2d Semester Foreign Language Option | English Algebra 1st Semester Solid Geom. (or Option) 2d Semester. English History. Option | English Higher Arithmetic $\frac{1}{2}$ (Economics) Manual Arts |
| FOURTH YEAR | English American History and Civics Physics Latin or Modern Lang. | English American History and Civics Physics Foreign Language | English American History and Civics Physics Option | Higher Arithmetic $\frac{1}{2}$ Manual Arts |