



CATALOG


— OF THE —

PUBLIC
SCHOOLS

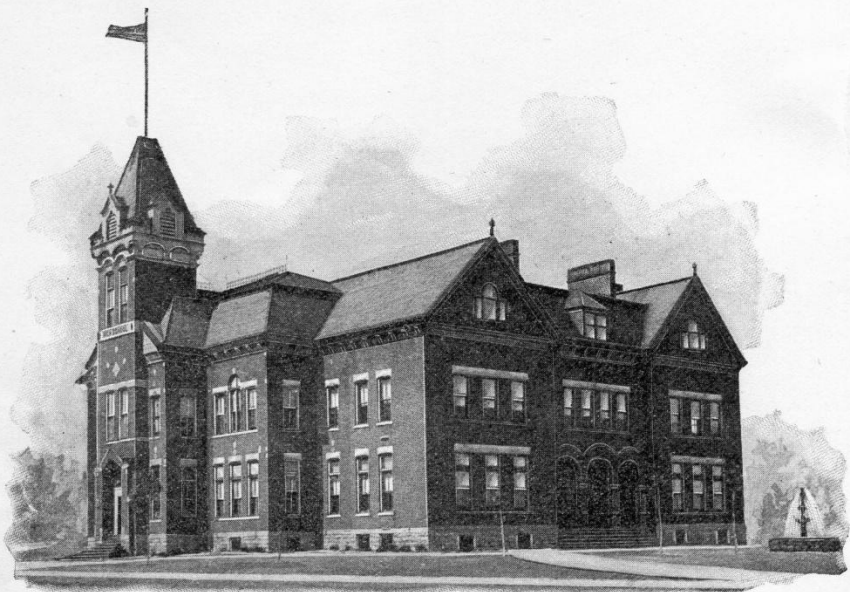
— OF —

SAULT STE.
MARIE, MICH.

...1902-1903...



SAULT NEWS-RECORD, SAULT STE. MARIE, MICH.



CENTRAL HIGH SCHOOL
CORNER PORTAGE AND BINGHAM AVENUES.

ANNOUNCEMENT



**Of the Sault Ste. Marie
Public Schools, 1902-03.**

**ORGANIZATION, COURSES
OF STUDY AND RULES
AND REGULATIONS. ❦ ❦**

**PUBLISHED BY THE
BOARD OF EDUCATION.**

INSTRUCTORS 1902-1903.

E. E. FERGUSON, Superintendent.

Office in the Central Building. Hours 8:30 to 9:00 a. m.; 4:00 to 4:30 p. m. Saturdays, 1:00 to 3:00 p. m.

CENTRAL BUILDING.

HIGH SCHOOL.

Miss E. Olive Maveety, Principal Mathematics.
Miss Marion Kanouse French and Mathematics.
Miss Mary T. Carson English and German.
Miss Marion R. Nims Latin and English.
Miss May Chambers History, Librarian.
Miss F. Blanche Maveety Assistant.
A. R. Webster Commercial.
Ernest Matlock Science.

GRAMMAR DEPARTMENT.

Miss Charlotte Paton 5B, 5A.
Language and Reading.
Miss Julia A. Gordon 4B, 4A.
Arithmetic and Geography.

PRIMARY DEPARTMENT.

Miss Minnie Ashmun 3B, 3A.
Miss Margaret Pullar 2B, 1A, 1C.
Miss Iva McLarnan 1C, K'g.

WASHINGTON SCHOOL.

Ivan Chapman, Principal 7B, 7A, 8B.
Geography and History.
Miss Vera Bange 5A, 6B, 6A.
Arithmetic and Reading.
Miss Laura K. Seeley 4A, 5B.
Language and Reading.
Miss Rebecca Smith 3A, 4B.
Miss Caroline Wilcox 2A, 3B.
Miss Clara Lake 1A, 2B.
Miss Ina Gilray 1B.
Miss Winnifred McClinton 1C, K'g.

McKINLEY SCHOOL. (Algonquin.)

J. B. Caldwell, Principal 4B, 4A, 5B, 6B.
Miss Regina Perry 2B, 3B, 3A.
Miss Helen Turner 1B, 1A, 2B.
..... Irr., 1C.

FOURTH WARD SCHOOL.

Miss Alice Watson 2B, 2A, 3B.
Miss Norna Bunker Irr., 1C, 1B, 1A.

SPECIAL TEACHERS.

Miss Edna Ballard Penmanship and Drawing.
Miss Elenor B. Porter Music.

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Miss Clara Lake 1A, 2B.
Miss Ina Gilray 1B.
Miss Winnifred McClinton 1C, K'g.

GARFIELD SCHOOL.

| | |
|-----------------------------------|---------------|
| Philip E. Dennis, Principal | 7B, 7A, 8B. |
| <i>Arithmetic and Language.</i> | |
| Miss Mary Ripley | 6A, 7B. |
| <i>Geography and Reading.</i> | |
| Miss Ella Bange | 5A, 6B. |
| <i>Arithmetic and Language.</i> | |
| Miss Mabell M. Russell | 4A, 5B. |
| <i>Geography and Reading.</i> | |
| Miss Jennie Scanlan | 3A, 4B. |
| Miss Lottie Lawson | 2A, 3B. |
| Miss Sara Webster | 1A, 2B. |
| Mrs. Hanna Seaman | Irr., 1C, 1B. |

PARK SCHOOL.

| | |
|----------------------------------|---------------|
| H. M. Luttenton, Principal | 7B, 7A, 8B. |
| <i>Arithmetic and Geography.</i> | |
| Miss Helen Morse | 6B, 6A. |
| <i>Language and Reading.</i> | |
| Miss Erma Arnold | 5B, 5A. |
| <i>Arithmetic and Language.</i> | |
| Miss Nettie M. Ball | 4B, 4A. |
| <i>Geography and Reading.</i> | |
| Miss Salome Egeler | 3B, 3A. |
| Miss Charlotte Gierst | 2B, 2A. |
| Miss Katherine Brown | 1B, 1A. |
| Miss Mary Walsh | Irr., 1C, 1B. |

LINCOLN SCHOOL.

| | |
|--------------------------------|-----------|
| C. H. Ireland, Principal | 5A, 6B. |
| <i>Geography and Reading.</i> | |
| Miss Ada A. Fuller | 5B. |
| <i>Language and Reading.</i> | |
| Miss Gertrude Sharpe..... | 4A, 4B. |
| <i>Arithmetic and Reading.</i> | |
| Miss Gertrude Boase | 3A, 3B. |
| Miss Ada Rains | 2A, 3B. |
| Miss Beatrice Boyle | 1A, 2B. |
| Miss Pearl Howie | 1C, 1B. |
| Miss Anna Trempe | Irr., 1C. |
| Miss Mary L. Elliott | K'g |

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CALENDAR 1902-1903.

- 1902 Sept. 1—First Semester Begins.
1902 Nov. 27—Thanksgiving Recess.
1902 Dec. 23 to Jan. 5—Holiday Vacation.
1903 Jan. 20—Mid-year Examinations.
1903 Jan. 23—First Semester Ends.
1903 Jan. 26—Second Semester Begins.
1903 Feb. 22—Washington's Birthday.
1903 April 3 to 13—Spring Vacation.
1903 May 30—Memorial Day.
1903 June 11—Final Examinations.
1903 June 18—Graduating Exercises, Class of 1903.
Summer Vacation.

BOARD OF EDUCATION.

1901-1902.

President,
R. N. ADAMS.

Director,
JAMES T. MOORE.

Treasurer,
F. P. SULLIVAN.

T. R. EASTERDAY.
MRS. P. T. MCKINNEY.

MEETINGS OF BOARD.

The Board of Education holds its regular meetings on the third Thursday of each month at 4 p. m. in the Superintendent's office, Central building.

DIRECTORY.

Director's Office—Business place, Court House;
Residence 544 Bingham Ave.

President's Residence—313 Maple St.

Treasurer's Office—Sault Savings Bank Block.

Superintendent's Office—Central School. Office
hours 8:30 to 9 a. m., and 4 to 4:30 p. m.; resi-
dence, 526 Bingham Ave.

Library—Central School, first floor.

General Announcement.

SCHOOL YEAR.

The school year, which consists of forty weeks, is divided into two parts of equal length. Each part, or semester, constitutes a unit of work, and the course of study is arranged accordingly. New classes are arranged twice a year, viz: at the beginning of the first and twenty-first weeks.

SCHOOL SESSIONS.

The sessions of all the schools begin promptly at 9 a. m. and 1:15 p. m. In the High School and Grammar Departments the session continues two hours and fifty minutes in the forenoon and two and one-half hours in the afternoon. In the second and first grades the first session continues two and one-half hours and the second two and one-third hours.

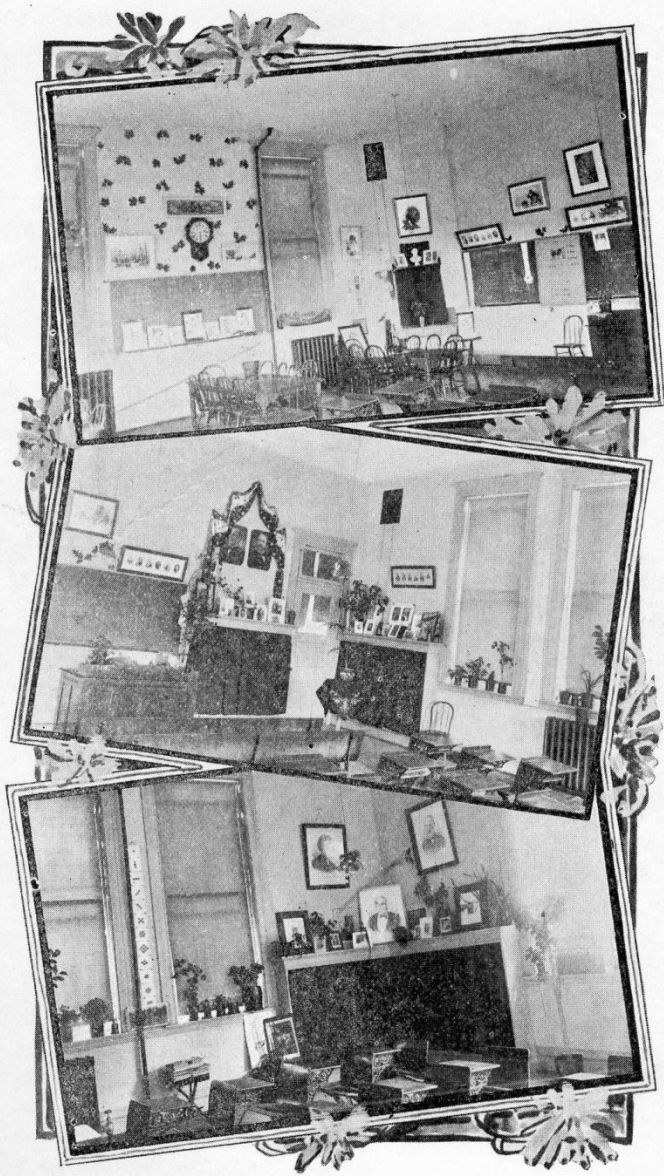
The first bell rings thirty minutes before time for school in the morning, and twenty minutes before time in the afternoon. The second bell rings during the five minutes immediately preceding the time for opening the sessions.

ADMISSION.

Pupils are received at the age of five years. Pupils that have never attended school before, unless they enter the kindergarten department, will be received only during the first, eleventh, twenty-first and thirty-first weeks of school. Such pupils enter the Irregular Class and need no examination, so they should report directly to the teacher of the first grade in the school nearest their home. All other pupils will be received at any time and assigned by the superintendent to their proper grades. Pupils from other graded schools are requested to bring certificates of standing if possible. Those pupils that do not



WASHINGTON SCHOOL
CORNER PINE AND RAVINE STREETS.



COZY CORNERS IN WASHINGTON SCHOOL.

bring certificates will be required to undergo such an examination only as will enable the superintendent to determine in what grade they are best qualified to work.

TUITION.

At the present time the Board of Education does not charge non-resident pupils a tuition fee. If a department is crowded in which there are non-resident pupils they are given the least desirable seats, as chairs or recitation seats, or they may be refused admission to the department.

DEPARTMENTS.

The work of the schools is divided into four departments. Each department, except the first, consists of four grades.

The Kindergarten department. A pupil between the ages of 5 and 6, on entering school, may be enrolled for one year in the kindergarten center nearest his home.

The Primary department. This division which embraces the first four grades is sub-divided into ten classes, viz: The Irregular, 1C, 1B, 1A, 2B, 2A, 3B, 3A, 4B, 4A. Some instruction in kindergarten is given in the first two named in all buildings not having a regular kindergarten. It takes a pupil from four to four and one-half years, according to the ability of the child, to complete the work of this department.

The Grammar department. This division which embraces the second four years or grades is sub-divided into eight classes, viz: 5B, 5A, 6B, 6A, 7B, 7A, 8B, 8A. It takes four years to complete this group unless individual promotion or demotion alters the period.

The High School department. This division embraces the third four years or grades. The studies are arranged in semesters of five months each, and the subjects are pursued as far as possible in their order of dependence.

DEPARTMENTAL TEACHING.

The High School and Grammar Schools are organized upon the departmental plan, i. e., each teacher in the Grammar Department has about forty-five pupils under her immediate supervision, conducts the opening and closing exercises, and has in charge their moral, physical and esthetical education. The teachers change rooms at the close of recitation periods, and thus teach only certain subjects throughout the day. Three teachers, at the most, are in one system, hence the benefits of the teacher's personality are retained. Departmental teaching gives the teacher an opportunity for presenting only congenial topics, thus arousing her best skill; it permits pupils to receive from the same teacher, training in a given subject during two or three years, it enables a teacher, because of the length of time a pupil is under her instruction, to have a better chance to understand the individuality of the pupil,—thereby rendering government easier and advancement more rapid.

REVIEWS AND PROMOTIONS.

Teachers are not required to keep a record of the daily recitation, but every Wednesday each pupil's class work for the preceding week is recorded. Short written tests are given whenever a section or topic is completed, and at the close of each quarter systematic reviews are held. Below the high school, these reviews are written, in arithmetic, geography, language and history; and either written or oral in other branches, depending upon the particular work that has been pursued. All questions for the quarterly examinations are reviewed by the superintendent. The examination papers are carefully examined by the teacher, errors are checked with red ink, and each question is marked on the scale of 10. The papers are then reviewed by the superintendent, after which they are returned to the pupils. The advantages of this method are,—(1.), it gives each child an opportunity to see his true value as a pupil; (2.), it shows to the

teacher wherein her methods are strong and wherein weak; (3.), it allows parents to see and know the thoroughness of the work their child is doing; and (4.), it furnishes a standard by which any difference on the part of parent and teacher, with reference to promotion may be satisfactorily adjusted. The result of these examinations, together with the pupil's class record and his individual effort determine the question of his promotion. The minimum standing for promotion is 70 per cent. in the primary department, 75 per cent. in the grammar department and 80 per cent. on examination in the high school. Pupils, above the third grade, may be excused from the examinations at the close of each semester providing they received a passing mark at the first examination of the semester; have a class record of 80 per cent. in the primary grades, 85 per cent. in the grammar grades and 90 per cent. in the high school, and have not had their card marked in department. The final or posting standing in the high school may be 80 per cent. or anything above 80 per cent. that the teacher sees fit to give, but it shall be given with due regard to written reviews, class standing and ability.

THE PARENTS AND THE TEACHERS.

Realizing that the best results are secured when the parents, teachers, and pupils are in closest sympathy, and work with a common understanding, every effort possible is made to bring about this condition and to keep the parents informed in regard to the child's work. The first day of each school month every pupil is given a monthly progress card, which is to be taken home and signed by the parent or guardian. When the report is brought home parents are requested to examine it carefully to see if the pupil's work is satisfactory. If it is not, a consultation with the teacher or superintendent is urged.

When the pupil's record is quite unsatisfactory, and the parent does not consult with the teacher after receiving the progress card, the teacher is advised to

visit the pupil's home and endeavor to secure the parent's co-operation. In those cases where on account of distance or for any other reason it is impracticable for the teacher to visit the parent, a special card is sent that the teacher may be sure the parent is aware of the unsatisfactory work of the child. It is the desire of the superintendent and teachers to reduce the "failures to be promoted" to the least possible number. It is with this thought in mind, and not with any desire to annoy the parent, that this special card is sent out. If a child is regular and punctual in attendance, properly graded, industrious and healthy, there is little or no opportunity for failure. The hearty co-operation of the parents is always of great assistance in securing these conditions.

VISITORS.

During the school year of 1901-2, there were 1,824 visitors in the different schools. We are pleased to be able to say that this shows a large increase over the number recorded for the previous year. It is hoped that the ensuing year will show a still larger per cent. of increase.

Parents and friends are always welcomed visitors at the schools. It is the desire of the superintendent and teachers that friends have no more hesitancy in entering a department than they have in entering a room in their own home. Patrons are requested to enter any department without knocking, pass around and inspect the work that is being done, take any seat that may be vacant and remain as long or short a time as it is convenient for them to do. All teachers have carefully planned outlines of each day's work which they will be pleased to have the visitors review while listening to the recitations. By means of this outline the visitors can more readily understand the "object and aim" of that particular lesson and recitation. Teachers are not supposed to deviate in the least from the regular order of recitations for the day, unless specially requested so to do, which re-

quest, of course, will not be made by anyone unless there is a good reason for so doing.

The more nearly the above suggestions and requirements are followed, the more nearly will the visitor be able to see the school at its regular work.

School Buildings and Equipment.

CENTRAL HIGH SCHOOL BUILDING.

This building which was enlarged to its present size in 1892, now contains 16 rooms.

On the first floor are the superintendent's office, library and five rooms devoted to kindergarten and primary work. The second floor is devoted to high school work. On the third floor, are located the physical and chemical laboratories, the Melville museum and the girls' toilet room. The building is constructed of brick with cut stone trimmings and heated with steam. The rooms, which are large and well lighted, are seated with single desks and supplied with slate boards and other modern equipment. In the near future the building should be supplied with the forced system of ventilation.

WASHINGTON BUILDING.

The Washington building, erected in 1896, was originally a six-room structure. The city, in the vicinity of the building, had such a rapid growth soon after the school was started, that the board found it necessary last year to add two rooms to the building. At the same time, the fan system of ventilation was installed, with direct and indirect heat. The building is now modern in equipment. All the grade

work below the high school is carried in this building.

GARFIELD SCHOOL.

In 1897 the crowded condition in the Third ward led the Board to purchase a site on Spruce street and erect the Garfield building. This building, which is made of Marquette brownstone, contains eight rooms and is modern throughout. On each floor there are four rooms with separate wardrobes, for boys and girls, leading to each department. The rooms are large and well lighted; seated with single desks and equipped with slate blackboards.

The basement contains, in addition to the engine room and lavatories, two large play rooms. The building is heated by both direct and indirect heat, equipped with thermostats and ventilated by means of an electric fan. All the grade work below the high school is carried in this building.

PARK SCHOOL.

Soon after the completion of the Garfield building in March, '98, active steps were taken toward bettering the school facilities in the First Ward. As a result the citizens in that part of the city have one of the finest school sites, buildings and equipments to be found in the Upper Peninsula. The grounds occupy an entire block, with a street on each side. The corners of the grounds are being decorated with trees, while small shrubbery will be suitably placed throughout. Curved cement walks will lead from each corner to the building, which is near the center of the block. The building is a two-story, eight-room, brick structure, with large basements. The floor plans, which were arranged by the superintendent and the board, are similar to those at the Garfield, except the lavatories are placed on each floor. The basement is divided into four large playrooms, thus giving separate rooms for the boys and the girls of the primary and the grammar departments. The wood work is cypress, finished in oil. The building is

equipped with a fan for ventilation; direct and indirect heat and thermostats for regulation of the same. The light, which is admitted from the left and rear, is ten per cent, of the floor space; alongside of each room extend slate boards, placed at the proper height for the children of that particular room, while from 40 to 45 single seats with a sufficient number of adjustable desks complete the fixtures in each department. The building was opened for school work February 1st, 1900. All work below the high school is carried in this building.

LINCOLN BUILDING.

This school, which is located at the corner of Minneapolis street and Adams avenue, was opened to the public for inspection on New Year's day 1902. It is a 9-room white brick structures with sand stone trimmings. The general working plans, a cut of which is shown elsewhere, are similar to those in the other ward buildings. The building was made a little larger than the others so the office and the book room could be placed on the first floor, thus giving space on the second floor for one additional school room. This plan works out very nicely in a building where there is a regular kindergarten center in addition to the eight grades below the high school. This building has four large play rooms in the basement; large and commodious halls on each floor where all the pupils from that floor can assemble for special exercises; lavatories on each floor, including wash basins with hot and cold water; double wardrobes; slate black boards, electric fan, direct and indirect heat, thermostats, and, on the first floor, foot warmers where pupils on stormy days can dry their clothes. The building is finished in cypress and seated with single stationary and adjustable seats.

MCKINLEY BUILDING.

There is now in course of erection in the rapidly growing suburb of Algonquin an 8-room ward build-

ing which, when completed, will be known as the McKinley School. The building will be modern throughout, and have the same floor plans that are found in the other ward buildings. The residents of this prosperous little suburb will have every reason to feel proud of their new building. The building will be completed and ready for occupancy at the opening of the second semester, Jan. 26th, 1903.

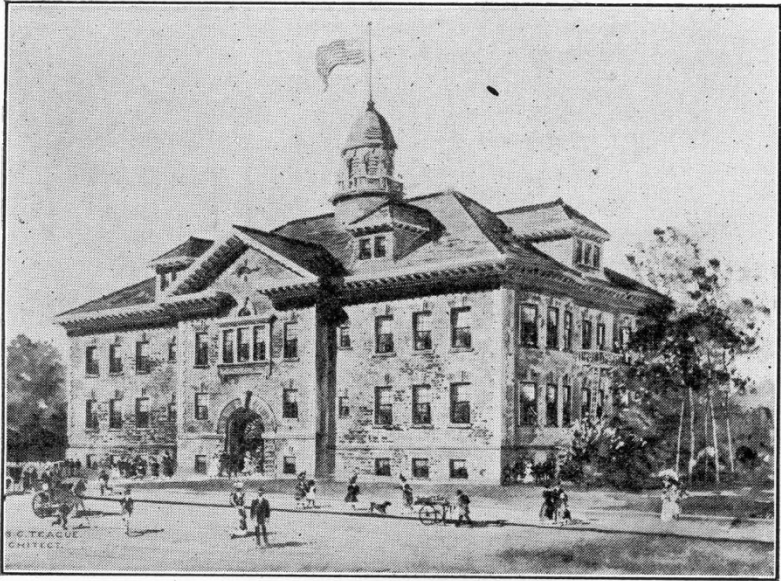
FOURTH WARD BUILDING.

About two years ago, the Board anticipating the future demands for additional school accommodations in this ward, purchased two additional lots adjoining the present school site. By this addition, there is now ample room for a large ward building, which will be erected as soon as there is a demand for the same. It is quite likely that the present 2-room building will be ample until another year, although the rapid growth in this ward during the past six months proves conclusively, that the necessity for a larger building is not far distant.

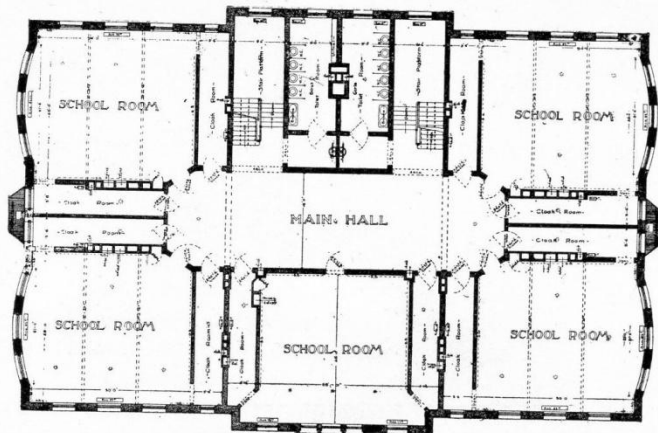
The city now has as modern and well equipped ward school buildings as are to be found anywhere in the state. The patrons, in their appropriations for buildings, and the Board of Education, in their expenditures, have been liberal, but not prodigal. It has been the policy of the Board that it is unwise to reduce the cost of the construction of a building a few hundred dollars if the same is done by sacrificing something essential to the health or comfort of those for whom the building is constructed. The slight additional cost necessary, at the time of construction, when distributed over the long period during which the building will be used becomes very small.

It is a pleasure to be able to say that the Board in pursuing this policy, have had the hearty and unanimous support of the citizens.

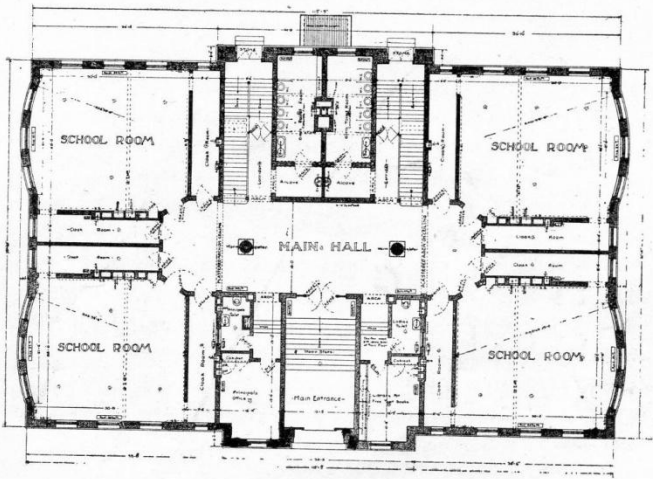
In some cities it might be considered wise and economical when constructing a building to leave out some of the modern improvements, such as



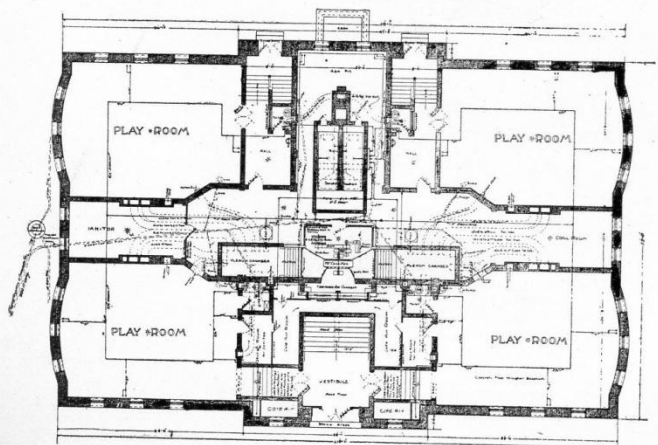
LINCOLN SCHOOL
CORNER MINNEAPOLIS STREET AND ADAMS AVENUE.



SECOND FLOOR PLAN.



FIRST FLOOR PLAN.



BASEMENT, HEATING AND VENTILATING PLAN.
THE LINCOLN SCHOOL.

the thermostats which regulate automatically the amount of heat, and thus always keep the rooms at the right temperature. The cost of the thermostat system for an 8-room building is about \$700. Distribute this over the life of the building and it amounts to about fifteen dollars per year. If we disregard the saving the system causes in fuel, and that is several times its cost per year, who would say it would be economy to save fifteen dollars a year and expose 350 children to a temperature ranging from 65 to 80 degrees, depending upon the condition of the fire and the number of open windows? Some cities might think it would be economy to leave out the fan system of ventilation. By means of this system, each room in the building is supplied with a complete change of pure warm air every fifteen minutes. One cannot estimate what this means for the health of the children. As every citizen knows, the city was saturated with smallpox during the past two winters, yet during all that time there was not one case that could be traced to those school buildings where the fan system of ventilation is in use. With a complete change of air in the school room four times every hour, the chance for the spread of any contagious disease is very much diminished.

Considered only from the point of saving of doctors' bills, and of health, the citizens of Sault Ste Marie consider the expense, incident to a modern equipped school building, a first class investment.

DECORATIONS.

Our schools have made as marked an improvement in the line of decorations as they have in school buildings. About six years ago arrangements were made with an art company in Detroit by which good reproductions of famous pictures, suitably framed, could be secured in exchange for soap wrappers. When this arrangement was announced to the teachers and pupils, they entered very enthusiastically into the work of securing pictures. Since that time nearly 150 beautiful pictures, artistically framed, have been secured from this one source alone.

A large number of donations have been made by pupils and friends of the schools. The class of '99 left as a class memorial two large pictures in the assembly room of the high school. During the school year of 1901 the pupils of the central school earned \$180 with which they purchased the fountain that now adorns the central grounds.

The 8A classes on entering the high school in February and June, 1901, presented that department with a large statue of Diana the Huntress and a copy of The Sistine Madonna, by Raphael, suitably framed.

The 8A classes of February and June, 1902, placed in the high school two large plaques entitled "Morning" and "Night" by Thorwaldsen.

The members of the high school have recently added to the decorations of their assembly room, a large picture of our late martyred president McKinley and a statue of Flying Mercury. Several large pieces of statuary and many beautiful pictures have been placed in the ward schools through the efforts of the teachers and pupils of the different departments. In the Lincoln building a little different way of dec-

orating has been started. Two of the rooms have extending along two sides and resting on the wainscoting, good reproductions of the best pictures for those particular grades. The pictures are artistically mounted on mats, protected by glass, and have suitable moulding extending along their tops and sides. This style of decorating adds very much to the beauty of the rooms, and places the pictures where the children can easily see them. It is the plan to decorate the building throughout in the same manner.

The interest taken in the matter of decorations by the teachers pupils and friends, is very gratifying to the superintendent and the Board of Education. Judging from the additions made during the past few years, and the interest now manifested, it may be confidently predicted, that in a short time, our schools will have a display of decorations in keeping with the buildings which they adorn.

FREE TEXT BOOKS.

Free text books have now been in use in the city schools for three years, and the system has proven highly satisfactory here, as it has in every city where the plan has been tried. Although there are some slight objections to the system, yet the advantages far outweigh the disadvantages. The chief advantages arising from the plan are:

1st. No child need be deprived of school advantages for want of books.

2d. Much more work can be accomplished because no time is lost at the opening of schools, and every child has all his books from the first.

3d. The amount expended for books is only about one third of the amount expended where the system is not in use.

4th. A greater variety of supplementary books can be secured without additional expense.

The amount expended per year for free text books in the city, and the average cost per pupil are as follows:

| | Cost. | Enrollment. | | Cost Per Scholar. |
|------------------------|------------|-------------|--|----------------------|
| 1899-1900 | \$2,058.96 | 1,922 | | \$1.07 |
| 1900-1901.. | 1,301.87 | 2,384 | | .54 |
| 1901-1902.... | 1,143.85 | 2,740 | | .41 |
| | <hr/> | | | <hr/> |
| Total..... | \$4,504.68 | 7,046 | | |
| Inventory.. | 1,575.00 | | | |
| | <hr/> | | | |
| Actual cost..... | \$2,929.68 | | | |
| Average per year | 976.58 | 2,349 | | .42 |

The average yearly expense in the five cities in

Michigan that have had the system the greatest length of time is as follows :

| | |
|--|----------|
| Saginaw, for 13 years, (including high school), per pupil..... | 57 cents |
| West Saginaw, for 8 years, (including high school). | 46 " |
| Detroit, for six years..... | 65 " |
| Muskegon, for six years..... | 32 " |
| Menominee, for 4 years, (including high school) | 56 " |

The extensive adoption of free text books throughout the country, seems to render advisable a different division of the material in the larger grammar school books. Where the pupil buys his books, it is cheaper for him to pay eighty cents for one book than to pay fifty cents each for the same material, bound in two parts. This is not the case, where the city furnishes the books. Every child must have a book, and to furnish 1,000 pupils with the first book would cost the city \$800, while the same number of children could be supplied with the book bound in parts for \$500. As the book bound in parts will last as long or longer than the complete book, and contains all the material that the child uses during that particular semester, it is just as desirable, as the larger book. The saving effected by such a rearrangement of binding would be from twenty-five to forty per cent. A letter, calling attention to the advisability of such a change, was recently sent to the leading free text book cities in the United States. Many replies were received and in every instance the plan was heartily indorsed. The matter has been taken up with the publishing houses, and several have agreed to divide certain books. Some divisions have already been made, and it is hoped that in the near future, every large grammar school book will have two styles of binding, one especially arranged for free text book cities.

I would again call attention to a recommendation made in our last catalogue which is intended to overcome two objections concerning the use of free text books. The exclusive use of the system is apt to cultivate a non-book buying habit, and it also leaves the child on withdrawing from school without reference

books. In order to overcome these difficulties, especially the last, I would recommend that every grammar grade pupil, on leaving school, buy his advanced arithmetic, geography and United States history. If the pupil enters the high school, then the texts purchased should be those from his high school studies which he will be most apt to need for reference. These books can be purchased at the superintendent's office at actual cost.

COST OF EDUCATION.

The directors of every school system should endeavor first, to secure the best educational results; second, to expend the least amount of money possible in so doing. The management that is always trying to see how little money the schools can be run upon, usually have a cheap school not only in expenditures but in results as well. A Board of Education, or a superintendent, should take no pride in saying that his schools rank the lowest in cost per capita, unless he can also say that they rank among the foremost in efficiency.

In order that the patrons and friends of the schools may know how the cost of education compares in this city with that in the other leading cities of our state the following list is appended. In a city which is growing as rapidly as the Sault, it should be remembered that there are many necessary incidental expenses which do not have to be met in an older and less rapidly growing city. The Board of Education believe when everything is taken into consideration, as the character of the school buildings, the equipment of the schools, and the efficiency of the instruction, that the cost of the public schools of Sault Ste Marie compares very favorably with any city in the state.

Cost of education per capita in twenty-five cities :

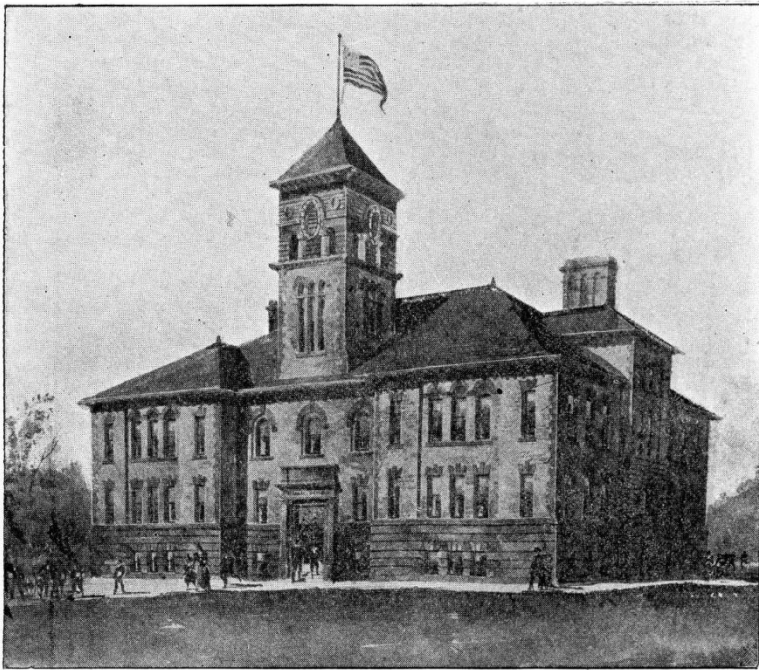
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| Sault Ste. Marie..... | *18.42 |
| Adrian | **19.66 |
| Alpena | 15.31 |
| Ann Arbor | 23.11 |
| Battle Creek.. .. | 24.07 |
| Bay City..... | 21.08 |

| | |
|---------------------|-------|
| Calumet | 18.67 |
| Charlotte..... | 22.01 |
| Escanaba.... | 17.73 |
| Flint | 22.34 |
| Grand Rapids..... | 22.36 |
| Ionia | 21.92 |
| Iron Mountain | 15.99 |
| Ironwood..... | 20.67 |
| Jackson | 22.77 |
| Kalamazoo | 17.88 |
| Lansing | 21.47 |
| Manistee | 19.40 |
| Marquette | 22.76 |
| Saginaw..... | 22.95 |
| Menominee..... | 17.47 |
| Muskegon..... | 27.00 |
| Saginaw W. S..... | 21.63 |
| Traverse City..... | 16.03 |
| Ypsilanti | 19.88 |

|| City furnishes free text books.

* Superintendents' report for 1902.

** From report of the State Superintendent of Public Instruction.



PARK SCHOOL
COR. SPRUCE AVENUE AND MAGAZINE STREET.



PARK SCHOOL INTERIORS—HALLS.



GROWTH OF THE SCHOOLS.

When it is said that the attendance in the schools for the past year exceeded that of the preceding year by over twenty per cent., some idea can be gained of the problems which confront the Board of Education and Superintendent in the management of the schools. There was probably not another city in the state that experienced so rapid a growth. During several months a sufficient number of pupils were examined and admitted to fill two rooms per month, and the average increase for the year was one additional room per month.

During the year eleven modern school rooms were equipped—two in the Washington building and nine in the Lincoln. It was found necessary during the year to rent one additional room at Algonquin. At the close of the school year in June all of these rooms were occupied except two in the Lincoln building. At the opening of the schools in September, 1902, every school room in the city, including the rented rooms at Algonquin, will be occupied. From this it can be seen that in such a rapidly growing city as the Sault the problem of furnishing suitable school accommodations is an urgent and important one.

PROFESSIONAL LIBRARY.

In order that there might be available for use a suitable reference library, at a minimum cost to each person, the teachers about a year ago met and established a professional library. Any teacher in the city schools can become a member by placing in the library one or more standard educational books. The collection, which now contains about 125 volumes, places within reach of each member the best educational thought of the past and the present. The books are historical, basic, and professional in character.

RULES AND REGULATIONS.

This book, which is loaned to the Professional Library by M..... can be withdrawn from the Library when the owner leaves the schools or any time after one year from date.

1. Membership in the Library shall be restricted to instructors in the public schools that have at least one standard educational book in the library.
2. The Library is available for reference during the regular hours for the Public Library.
3. The use of the Library is restricted to members.
4. No member can draw a second book until the previous book has been returned.
5. A book can be retained for two weeks only, but if on returning the same, there is no application on file for the book, it can be renewed once only, for two additional weeks.
6. If the book you want is out, put the name of the book, your name, and the date, on the spindle. When the book is returned do not take it unless your date of application is the earliest.
7. A member can underline and mark his own book or books, but not the books in the Library belonging to other members.
8. In the opinion of the founders of the Library, each

member shall add one standard educational book to the Library each year.

9. Any member who violates these rules and regulations the second time, shall pay to the Public Librarian a fine of twenty-five cents.

10. All money collected from fines shall be expended in the purchase of books for this Library.

| | AUTHOR | OWNED BY |
|--|---------------|--------------------|
| Bibliography of Education | Hall | Board of Education |
| Studies in Education | Hinsdale | “ “ |
| Education in the United States | Boone | “ “ |
| History of Education | Seeley | E. E. Ferguson |
| Psychologic Foundations of Education | Harris | Miss Nettie Ball |
| Psychologic Foundations of Education | Harris | Miss Ella Jamison |
| Philosophy of Education | Rosenkranz | Miss Sara Webster |
| Psychologic Foundations of Education | Harris | Board of Education |
| Education | Spencer | “ “ |
| Systems of Education | Gill | E. E. Ferguson |
| Education in Its Relation to Manual Industry | MacArthur | “ “ |
| Principles of Education Practically Applied | Greenwood | “ “ |
| Psychology Applied to Education | Compayre | “ “ |
| Manual of Empirical Psychology | Linder | “ “ |
| Experimental Psychology | Sandford | “ “ |
| Psychology and Psychic Culture | Halleck | “ “ |
| History of Pedagogy | Compayre | “ “ |
| Psychology Applied to Art of Teaching | Baldwin | Board of Education |
| Psychology of Childhood | Tracy | “ “ |
| Elementary Psychology | Putnam | “ “ |
| Psychology | Baldwin | Miss Ella Bange |
| Elements of Pedagogy | White | Board of Education |
| General Outline of Pedagogy | Roark | “ “ |
| Lectures on Pedagogy | Compayre | E. E. Ferguson |
| Herbartian Psychology | Adams | “ “ |
| History of Pedagogy | Payne | “ “ |
| Pedagogy of Herbert | Zinser | “ “ |
| History of Pedagogy | Compayre | Miss Mary Walsh |
| Psychology Applied to Art of Teaching | Baldwin | Miss Salome Egeler |
| Principles and Practice of Teaching | Johonnot | Miss Olive Maveety |
| Psychology of Number | McLellan | Miss Clara Lake |
| Memory; What it is, and How to Improve It | Kay | A. R. Webster |
| Memory; What it is, and How to Improve It | Kay | Miss Helen Morse |

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| Memory; What it is, and How to Improve It | Kay | Miss Charlotte Gierst |
| Thought and Memory | Hall | Board of Education |
| Memory; What it is, and How to Improve It | Kay | " " |
| Special Method in Reading | McMurry | E. E. Ferguson |
| Reading; How to Teach It | Arnold | " " |
| Special Method in Literature and History | McMurry | " " |
| Ruling Principle of Method | Serbati | " " |
| Essentials of Method | DeGarmo | " " |
| Primary Method | Hailman | Board of Education |
| Philosophy of Teaching | Tompkins | Miss Minnie Ashmun |
| Systematic Methodology | Smith | Miss Clara Lake |
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| Methods of Teaching Modern Languages | Heath | E. E. Ferguson |
| How to Teach Reading | Clark | Board of Education |
| Language and Reading | Badlam | " " |
| How to Teach Reading and What to Read | Hall | " " |
| Special Method in Science | McMurry | " " |
| Methods and Aids in Geography | King | " " |
| Primary Methods | Hailman | " " |
| How to Study Geography | Parker | " " |
| Suggestions on Teaching Geography | McCormick | Miss Vera Bange |
| Method of the Recitation | McMurry | Miss Mary Ripley |
| Studies in Historical Method | Barnes | E. E. Ferguson |
| Teaching the Language Arts | Hinsdale | Miss Mary T. Carson |
| Teaching the Language Arts | Hinsdale | Miss Emma Arnold |
| Special Method in Science | McMurry | Elizabeth McCrickett |
| Nature Study by Months | Boyden | Miss Mary Walsh |
| Jean Mitchell's School | Wray | E. E. Ferguson |
| Rosmini's Method in Education | Grey | Board of Education |
| Special Method in Geography | McMurry | Miss Martha Boulger |
| New Basis of Geography | Redway | Miss Mary Ripley |
| Method of the Recitation | McMurry | Miss Helen Morse |
| Lectures to Kindergartners | Peabody | E. E. Ferguson |
| Herbert's A. B. C. of Sense-Perception | Eckoff | Mrs. Hanna Seaman |
| Emile | Rousseau | Board of Education |
| Early Training of Children | Malleson | " " |
| Paradise of Childhood | Wiebe | " " |
| Student's Froebel | Herford | E. E. Ferguson |
| Leonard and Gertrude | Channing | " " |
| Froebel's Educational Laws | Hughes | " " |
| European Schools | Klemm | Board of Education |
| Way-Marks for Teachers | Arnold | " " |
| Lectures on Teaching | Fitch | " " |
| English in Preparatory Schools | Huffcut | " " |
| Study of Latin | Morris | " " |
| Study of Rhetoric | Genung | " " |
| Study of English in the Schools | Woodward | " " |

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|---|-------------|----------------------|---|
| History and Literature in | | | |
| Grammer Grades | Phillips | " | " |
| Science Teaching in Schools | Rice | " | " |
| Modern Petrography | Williams | " | " |
| Teaching of Elementary Mathematics | Smith | Miss Olive Maveety | |
| Mathematical Teaching | Safford | Board of Education | |
| Education by Doing | Johnson | " | " |
| Theory and Practice of Teaching | Page | " | " |
| The International Geography | Mill | " | " |
| School Hygiene | Newsholme | " | " |
| Apperception | Lange | E. E. Ferguson | |
| Habit and Its Importance in Education | Caspari | " | " |
| Number and Its Algebra | Lefevre | " | " |
| Int. to Herbart's Science and Practice of Ed. | Felkin | " | " |
| Day Dreams of a Schoolmaster | Thompson | " | " |
| The Schoolmaster | Ascham | " | " |
| Methods of Teaching and Studying History | Heath | " | " |
| Teacher's Hand-book of Psychology | Sully | " | " |
| Organic Education | Scott | " | " |
| Oswego Movement | Hollis | " | " |
| General Method | McMurry | Miss Ada Rains | |
| Truth of Thought | Poland | E. E. Ferguson | |
| Laws of Thought or Formal Logic | Poland | " | " |
| Educational Ideal | Munroe | " | " |
| English in American Universities | Payne | " | " |
| Science of Education | Heath | " | " |
| Art of Study | Hinsdale | Board of Education | |
| Art of Study | Hinsdale | J. B. Caldwell | |
| Art of Study | Hinsdale | Sara Deming | |
| Chalk Modeling | Heffron | Miss Boulger | |
| Development of the Child | Oppenheimer | Miss Alice Watson | |
| School Management | Kellogg | Miss Ada Rains | |
| School Management and School Methods | Baldwin | Miss Lottie Lawson | |
| Art of Study | Hinsdale | Miss Anna Trempe | |
| Systematic Science Teaching | Howe | Miss Margaret Pullar | |
| School Management | White | Board of Education | |
| English Composition | Wendell | " | " |
| Practical Rhetoric | Genung | " | " |
| School and Home | Dewey | Miss Mary T. Carson | |
| The Schoolmaster in Literature | | Miss Minnie Trempe | |

The Melville Museum.

Ever since the museum was started in November 1900, it has had many friends who have taken an active interest in making additions to the collection by gifts and loans. The museum at present contains between four and fivethousand specimens; some rare; many, very interesting; and nearly all valuable from an educational point of view.

The collection, which is on the third floor of the central school building, has grown until its present quarters are too small to display suitably all the specimens. Considerable interest in the collection has been manifested by the public in general, and every week there are many visitors to the museum. It is hoped, larger and more easily accessible quarters on the ground floor will be available in the near future, so that the exhibit can be open to the public either certain evenings or Sunday afternoons. As soon as better quarters are secured so the museum will be more accessible, a number of valuable private collections, owned by different citizens, will be loaned the museum and placed on exhibition. It is rather remarkable how rapidly such a collection grows. It can safely be said that twenty-five per cent of the visitors to the museum are either directly or indirectly instrumental in making some addition to the collection. With the same interest maintained by our citizens that has been shown during the past two years, the museum will soon assume such proportions that it will be a credit to the city.

Among the principal contributors, during the past year, with the names of their contributions are:

FOREST REED, Alabama—Young shark, salt sea sucker and octopus.

MR. FRANK REED, Alabama—Several additions to his collection of civil war relics.

MR. JOHN CLARK, Whitefish Point—Mounted doe, fawn and several small animals.

CLINE CADY, City—Collection of specimens from Idaho.

J. C. WINLE, Ohio—Fossils.

MRS. J. M. HOGARTH, City—About two dozen varieties of eggs and nests secured by her last winter in England.

MRS. KATE LYON, City—Loan of Cabinet of Minerals.

R. N. ADAMS, city—Stalactites from Mammoth Cave.

CHASE S. OSBORN, city—Jack rabbit from British Columbia.

LIEUT. R. S. WELSH—Collection of Philippine Specimens.

W. P. MELVILLE, City—Loan of cabinet of fossils; one of minerals and two of African specimens illustrating the nature of that country and traits of its inhabitants.

LIST OF BIRDS IN MELVILLE MUSEUM.

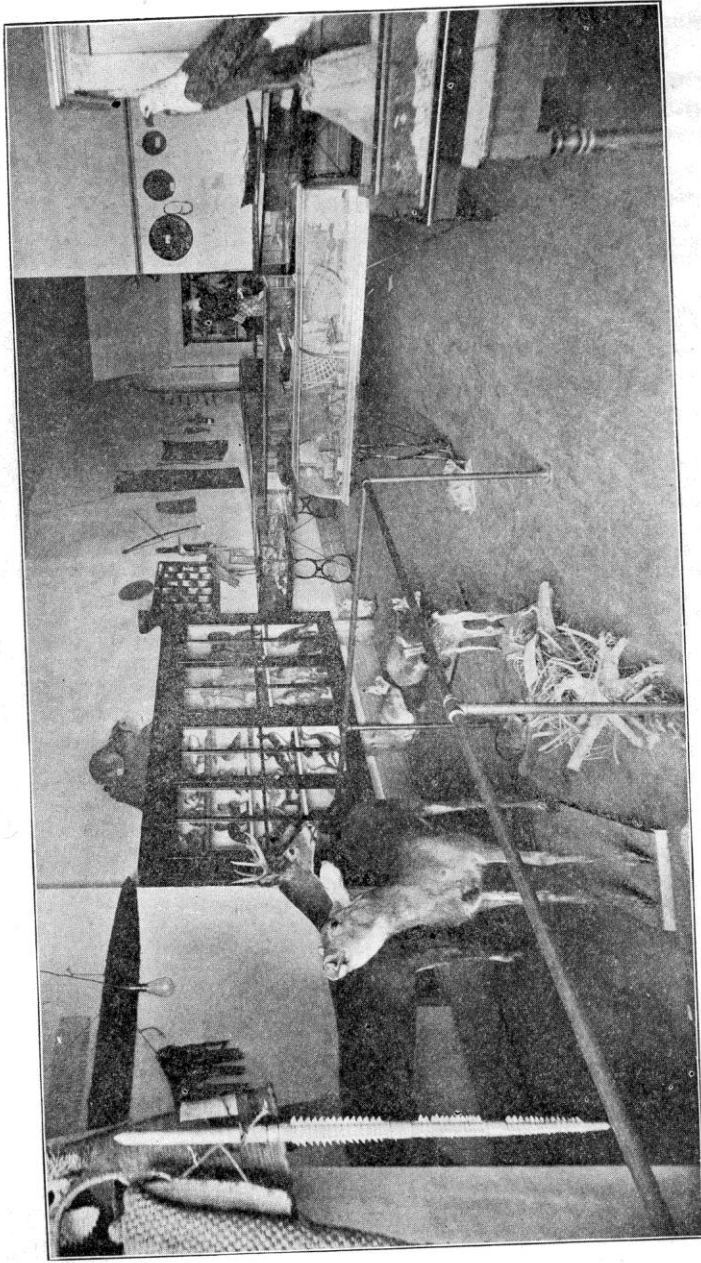
A large number of specimens have been received and mounted by Mr. Melville and the taxidermy class. A number of these have been given by people residing outside the city that have visited the museum.

On behalf of the Board of Education and myself, I wish thus publically to express our thanks to all who have contributed to the exhibit.

The museum is open to the public every school day from 9 to 4:30. During the vacation it is open to visitors every Tuesday, Thursday and Saturday from 1 to 4 p. m.

The following alphabetical list of the birds now in the museum is arranged for reference. Teachers desiring to have their pupils study any of the specimens can bring their class to the museum every day between 4 and 4:45 p. m., or on Saturdays from 1 to 4. The smaller specimens can be secured by the teachers for *one day* only, by making application to Mr. Matlock, of the science department. In every case the teachers will be held responsible for the specimens loaned. Many birds have several synonymous names. The numbers following the name refer to the other names:

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| 11 American Redstart. | | 55 Butcher Bird, 294. |
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| 13 American 3-toed Woodpecker. | | C |
| 14 Arctic 3-toed Woodpecker. | | 57 Canada Jay. |
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| Swallow— | crowned), 395, 397. |
| 323 Bark (Rough-winged) | Redpoll (Palm), 226. |
| 324 Barn, 17, 111. | 368 Tennessee. |
| 325 Chimney, 69. | 369 Yellow (Summer) |
| 326 Tree (White-bellied). | 370 Warbling Greenlet. |
| 327 Swainson's Thrush, 339. | 371 Water Witch. |
| 328 Swan. | 372 Whistler, (Whistle-wing), |
| 329 Swamp Sparrow. | 88. |
| T | 373 White-rumped Shrike. |
| 330 Tanager, Scarlet. | 374 White-crowned Sparrow. |

| | |
|--------------------------------|-------------------------------|
| 375 White-Throated Sparrow. | 388 Yellow-billed, 393. |
| 376 Wickup. | 389 Wood Pewee. |
| 377 Willow Grouse (Ptarmigan). | Wren— |
| | 390 House (Short Tailed). |
| 378 Wilson's Tern. | 391 Long-billed Marsh. |
| 379 Wilson's Thrush. | Y |
| 380 Woodcock (Black). | 392 Yellow Bird. |
| Woodpecker— | 393 Yellow-bellied Sapsucker. |
| 381 Black 2-toed Arctic. | 388. |
| 382 Black 3-toed Ameri- | 394 Yellow Bird, (Summer). |
| can. | 6, 187, 275. |
| 383 Downy. | 395 Yellow-crowned Warbler, |
| 384 Goldenwing, 116, 160, | 366, 397. |
| 104. | 396 Yellow Legs, Greater. |
| 385 Hairy. | 397 Yellow Rumped Warbler. |
| 386 Pileated (Big Black) | 398 Yellow-throat Maryland. |
| 188. | 399 Fish Duck, 8. |
| 387 Red-headed, 259. | 400 Goosander, 8. |

OUTLINES FOR BIRD STUDY.

1. In studying any bird observe the following points: Size, structure, coloration at different seasons of the year, habits, notes or songs, enemies.

2. Determine from a study of the following representative birds the characteristics of the various orders:

- Robin Perchers.
- Woodpecker Climbers.
- Chicken Scratchers.
- Heron Waders.
- Gull Long-winged swimmers.
- Duck Short-winged swimmers.
- Loon Divers.
- Owl Robbers.

3. Having determined the type form for each order study and classify the following birds: Eagle, hawk, swan, quail, partridge, parrot, tanager, English sparrow, swallow, pine grossbeak, crossbill, crested fly-catcher, bobolink, hermit thrush, blackbird, raven, crow, bluejay, king bird.

Mounted specimens of all the above named birds can be found in the museum.

4. Bird study will be an utter failure if it results in only the examination of mounted specimens. The study should lead the children to recognize, at sight,

the different native birds, to study the characteristics of free, wild birds, and to have a stronger love for animals. Do not neglect the ethical side of the study, but never permit the work to become a mere routine of moral lessons. The best way to create a respect and love for birds is to arouse a sympathy for bird life through an intimate acquaintance with the same.

College Mutual Benefit Association.

On Nov. 15, 1899, the senior class of the high school met and organized The College Mutual Benefit Association. The object of the organization is to form a fund which will be available for loans to deserving alumni of our high school desiring to secure a higher education. The plan is to have each senior class, for several years, make such additions to the fund as they can by individual and united efforts.

The very hearty support which the association has received both from the friends of the schools and from the senior classes is a source of much pleasure to the founders of the fund. The individual members of the senior classes are deserving special commendation for the contributions which they have made. In every case the amount each member has contributed has been earned by the contributor.

As can be seen by reference to Section XII of the articles of association, there is a provision for honorary life membership. In order that the additions to the fund might be systematic and regular, it was planned to have the honorary membership increased by about five each year for a number of years. Citizens and successful alumni can scarcely place a small amount of money where it will do more good than it will in this fund, for the amount by being loaned, paid, loaned again and repaid, will bring forth fruit many fold.

A similar association was formed twelve years ago in the Central High School of Detroit. Since that time more than thirty of the alumni of the school have been enabled to attend the University of Michi-

gan through the assistance received from the association. This in a measure shows the assistance such an organization may be to some of our most worthy and ambitious young people.

Because of the liberality and excellent educational sentiment of our citizens, it is confidently predicted that our association will continue to grow in strength and usefulness.

MEMORANDUM OF THE ARTICLES OF ASSOCIATION.

The subscribers hereto do hereby enter into a voluntary unincorporated association, as follows:

I. The name of the Association shall be the College Mutual Benefit Association.

II. The object of the Association shall be to collect, conserve and administer a fund for the assistance (temporary) of alumni of the high school of Sault Ste. Marie who desire loans of money to aid them in prosecuting their work at college or at some of the higher seats of learning.

III. The affairs of the Association shall be managed by a board, consisting of the following officials, whoever they may be, from time to time: The President of the Board of Education of the city of Sault Ste. Marie; the Superintendent of such schools; the President of the Senior Class each year of said High School; the President of the First National bank of the city of Sault Ste. Marie, Michigan. The board shall elect its own President, Secretary and Treasurer. One person may act as both Secretary and Treasurer, and officers shall serve without compensation. The Treasurer or Treasurer-Secretary shall give a bond with appropriate conditions, running to the board, but for the benefit of the association and its members, in a sum and with sureties and number thereof to be fixed and approved by the board.

IV. Any alumni or student of the high school may become a member of the association by signing these articles or a duplicate thereof and the payment to the secretary of any sum of money, not less than \$1.00.

VI. Subject to the approval of the board, any member of the association who is an alumnus of the school, in need of funds to prosecute his college course, may be given a loan out of the treasury of a sum or sums of money not to exceed in any one year the sum of one hundred dollars, and not to exceed altogether the sum of three hundred dollars; he may be required by the board, however, to give adequate security for payment. He shall be required to pay each loan in three years from its date, together with one per cent interest per annum, and shall in every case give the association's Treasurer an obligation in writing.

VII. By a majority vote of the members hereof, the funds and bills receiveable and all other property of the association may be turned over to the alumni of the Sault Ste. Marie high

school, if upon organization of that body, or at any time thereafter, each body so desires.

VIII. If at any time it should seem advisable to discontinue this organization, by majority vote the same may be done, and the assets, after payment of debts, shall then be expended for art to be put into the high school.

IX. The membership shall have power to adopt a suitable set of By-Laws for the government of the association, and to repeal and amend the same in such manner and upon such notice as may be therein provided. The officers of the board shall be the officers of the general assembly.

Membership shall continue without further dues for a period of two years, when it shall cease until and unless renewed by payment of at least one dollar.

XI. No funds shall be loaned except to members who are alumni of the school, and loans shall, when made to members, be made in the order of the written application therefor filed with the Secretary.

XII. Any person may become an honorary life member without dues upon the payment to the secretary of ten dollars.

SECRETARY'S REPORT.

Officers.

President—R. N. Adams, President Board of Education.
 Treasurer—Otto Fowle, President of First National Bank.
 Secretary—E. E. Ferguson.

Sault Ste. Marie, Mich., July 18, 1902.

To the Members of the College Mutual Benefit Association:

It is with pleasure that I submit my third annual report of the money received by me, as secretary of your association.

CLASS OF 1900.

Honorary Memberships.

| | | |
|--|---------|----------|
| Hon. Chase S. Osborn | \$10 00 | |
| Hon. J. H. Steere | 10 00 | |
| Hon. Wm. Chandler | 10 00 | |
| Dr. E. B. Spalding, Clas of '87 | 10 00 | |
| E. E. Ferguson | 10 00 | \$ 50 00 |
| Amount earned by individual members of the Class..... | 94 28 | |
| Miscellaneous receipts..... | 16 72 | |
| Receipts from "Princess Bonnie"..... | 225 00 | 336 00 |
| | | <hr/> |
| | | \$386 00 |

CLASS OF 1901.

Honorary Memberships.

| | | |
|---|---------|----------|
| Mr. Frank Perry | \$10 00 | |
| Mr. George Kemp | \$10 00 | |
| Mr. M. J. Magee | 10 00 | |
| Mr. Otto Fowle | 10 00 | |
| The Ladies' Reading Club | 10 00 | \$ 50 00 |
| Amounts earned by individual members of | | |

| | | |
|--------------------------------------|-------|----------|
| the Class..... | 50 10 | |
| Miscellaneous receipts | 2 31 | |
| Receipts from arbutus excursion..... | 56 17 | \$108 58 |
| | | <hr/> |
| | | \$158 58 |

CLASS OF 1902.

Honorary Memberships.

| | | |
|------------------------|---------|----------|
| Mr. R. N. Adams | \$10 00 | |
| Mr. A. J. Murray | 10 00 | |
| Mr. J. E. Whalen | 10 00 | \$ 30 00 |

Amounts Earned By Members Of The Class:.

| | | |
|---|---------|----------|
| David Klinglund, life membership | \$10 00 | |
| Thos. Moran, life membership | 10 00 | |
| Stuart Ten Eyck, life membership | 10 00 | |
| Miss Lillian Adams, life membership | 10 00 | |
| Miss Ada Mackie, life membership | 10 00 | |
| Miss Belle Jamison, life membership | 10 00 | |
| Miss Mary Holmes, life membership | 10 00 | |
| Miss Zenana Guck, life membership | 10 00 | |
| Miss Blanche Ableson, life membership | 10 00 | |
| Miss Lucile Fleming, life membership | 10 00 | |
| Miss Evelyn Crawford | 5 00 | |
| Miss Eloise Spaulding | 5 00 | |
| Charles Stuart | 5 00 | |
| Miss Mable Royce | 4 25 | |
| Miss Eula Ableson..... | 1 91 | \$121 16 |

Miscellaneous.

| | | |
|--|---------|-------|
| A Friend | \$ 5 00 | |
| Interest on loans No. 1 and 2 | 85 | |
| Interest on loan to Soo Mutual Building and Loan Association..... | 10 00 | |
| Miscellaneous receipts..... | 22 19 | 38 04 |

\$189 20

Receipts to date..... \$733 78

Loans To Members.

| | | |
|---|----------|----------|
| Loan No. 1 | \$100 00 | |
| Loan No. 2 | 60 00 | |
| Loan No. 3 | 100 00 | |
| To Soo Mutual B. and L. Association | 200 00 | \$460 00 |
| Paid Loan No. 2 | | \$ 60 00 |
| | | <hr/> |
| | | \$400 00 |

Summary.

| | |
|--|----------|
| Balance on deposit in the bank..... | \$333 78 |
| Loans outstanding to members | 200 00 |
| Loan, Soo Mutual B. and L. Association | 200 00 |
| | <hr/> |
| Amount.... | \$733 78 |

Very respectfully,
E. E. FERGUSON, Sec.

Hints and Helps for Teachers.

MISCELLANEOUS.

Determine that there shall be no failure from lack of effort, that according to your ability you will make yourself the very best teacher possible.

Each teacher should read carefully the instructions given under the different subjects throughout the entire course of study.

Each teacher must know accurately just what work is done in the grade immediately preceding and following her own particular work.

No teacher from the kindergarten through the high school should hope to do herself justice, or to succeed, that does not put at least one hour's thoughtful preparation on each day's school work.

The daily outlines are to be completed before the morning session begins. An outline that states only the "boundary of the lessons" is of no value to teacher or school. It is an easy matter to say, "Take for your next lesson from page — to —." It is not so easy to tell why those particular pages are worth a day's study. The outline should state in *very few words* just the *aim* of each lesson. It should also state where the lesson is found. The proper outlining of each lesson will help more to make an instructor a successful teacher, than any other one thing. Such a teacher loses less time, accomplishes more work, and has better control of her capabilities than she otherwise would.

The best teacher will sometimes deviate from the outlined lesson because of conditions that arise.

This will be the exception though, and not the rule. This will be the exception though, and not the rule, and the results obtained will justify the course pursued.

CONCERNING DISCIPLINE.

Prevention of wrong doing is better than punishing the wrong done. "Tact" on the part of the teacher often prevents wrong.

Obedience won is far better than obedience compelled, yet do not allow any pupil to defy you without being punished. A penitent heart is the best punishment, but if this fail, do not let the case pass unheeded.

A child properly employed is easily controlled.

Primary teachers, have you always something for your bright pupils to do after having completed the regular work? Grammar and High School teachers, do your pupils turn their attention to another study as soon as they have prepared the next lesson? Watch your pupils in this respect.

A school not properly controlled is a school of little progress or profit.

Do not worry your pupils by continually talking of their wrong doings, but show them the right way, ask and urge them to walk in it, and then if they will not, show them that punishment is as sure to follow as the daylight is to follow darkness.

Train pupils to give undivided attention while being addressed.

CLASS MANAGEMENT.

Strive to govern by the eye, and not the voice. Stand well back from your class.

Separate mischievous children.

Give as few orders as possible, but be firm in having them promptly and accurately obeyed when given.

Avoid speaking in a "cross" sarcastic manner; or in tones so low that it is next to impossible for pupils to understand what is said.

If the pupil's recitation is not heard by the other 29 in the class, then about 29-30 of the possible benefit is lost. Get pupils to see that they are reciting for the benefit of the other pupils in the class.

Do not allow pupils to laugh at mistakes that are made by the pupil reciting.

Stating your question before giving the name of the pupil that is to recite, holds the attention of everyone in the class.

The necessity for repeating questions comes from lack of attention. (Be sure your question is stated clearly and distinctly.)

Before beginning each recitation, have in mind just what is to be accomplished during that recitation period.

CLASS WORK.

1. Train pupils from the very first day, to speak so they can be heard by all the members of the class.

Do not talk too much; he is the best teacher who manages to have the pupils say the most by saying the least himself.

(Caution—Do not allow certain pupils to do all of the talking. Do not allow "aimless" talking; anything that can be made to bear on the theme is in place, everything that cannot is out of place.)

The most successful teacher directs the "train of thoughts."

Frame your questions with care. Avoid, in general, direct questioning—questions that can be answered by yes or no.

Always distinguish between what is of primary and what is of secondary importance in each lesson.

Do not give lists of lengths of rivers, population of cities and the like, to be committed to memory. It is of greater consequence to know what has caused a city to be populous than to know its population. The trained mind is worth all the knowledge in the world.

Do not keep a class "ciphering," "ciphering," "ciphering." Ciphering means making nothings.

Five or at the most ten minutes' work at the board, and twenty minutes' work in explaining, is worth much more than twenty minutes at the board and ten for explanations.

Do not give examples yourself, as an invariable rule. Give the class the terms involved, and ask members to frame examples.

Train your pupils to recite in good English, but do not worry them by interruptions while they are speaking. Make a note of incorrect or inelegant expressions and have them corrected afterwards.

Very seldom give examples of false syntax. Our teaching will be better when they are given not at all. With all pupils except the very brightest, the two forms become confused.

When possible, show the propriety in calling a certain thing by a certain name. Definitions are made easy by so doing.

A definition committed without being comprehended better have been left unlearned.

In grades where the pupils are not old enough to look up the pronunciation of words, all difficult words in the reading lesson should be taken up when the lesson is assigned.

Every recitation, where there is any reading to be done, is a reading lesson. The pupil who can work his examples, but cannot read them intelligently, hasn't his lesson.

In all your school work, distinguish between teaching and mere hearing of recitations. The teacher is ever at hand, just at the right time, to furnish assistance; the "hearer of recitations" says without comment—"take the same lesson over again."

Outline of Course of Study.

KINDERGARTEN DEPARTMENT.

With the opening of the school year of 1902-3, there will be three regular kindergarten centers, one each in the Lincoln, the Central and the Washington buildings. By this plan, parents in nearly every part of the city can, if they wish, have their children between the ages of 5 and 6 enrolled in a regular kindergarten. A carefully selected one year's course of instruction is so arranged that pupils on leaving the kindergarten will be admitted directly to the 1C class. The course is somewhat different from the customary kindergarten course. One trouble that is quite generally encountered with the kindergarten pupil on entering the first primary, is his restlessness. The transformation from the kindergarten to the first primary environment is too sudden. In order to overcome this and accustom the child to the conditions which he will encounter in the first primary, five-minute recitation periods are started the latter part of the school year. These are gradually lengthened, by five minute additions, until a fifteen minute period has been reached. This plan has been found to work very nicely, as it does not detract from the efficiency of the kindergarten, and does very materially assist the child on entering the first primary.

PRIMARY DEPARTMENT.

BEGINNERS' GRADE.

Pupils entering school for the first time that are not enrolled in a regular kindergarten are known as "Beginners." They are not counted as first grade pupils

until five months have elapsed, unless they show marked ability for first grade work. During this time the pupils are interested, instructed and trained by some of the more essential and practical gifts of the kindergarten work. The first and the second gifts are given in full, while parts are also given of the third, eight, eleventh, twelfth and thirteenth gifts. This work is of inestimable value in that it places the child at ease by removing the unnaturalness of the school room; it interests him and thus leads him unconsciously to perform mental work; it trains the eye to recognize and appreciate the beautiful; it is the natural way to lead the child to express thoughts in his own words.

READING, FIRST HALF YEAR.—The following list of words is to be taught by the phonic method, except those printed in small caps. These are to be taught by the word method:

FIRST TEN WEEKS.—APPLE, NUT, TREE, cat, A DOG, nest, A GIRL, I ran, man, AND, hat, GOOD, top, not, ARE, IS, boy, GREEN, red, has, HAVE, cap, LEAF, THE HORSE, WHITE, me, HE, YOU, SHE, PLAY, SEE, TWO, DRESS, YES, ball, call, SLED, NO, COLD, SNOW, box, DRUM, cup, cow, SHIP, FOR, to, toy.

SECOND TEN WEEKS.—Pet, let, get, sat, rat, bat, ice, mice, nice, log, FROG, ON THE GRASS, ON THE SHIP, IN THE SAND, CART, PONY, BOOK, FISH, bed.

These words are to be supplemented by words from the first reader.

Teachers may add proper names as needed.

Great care must be taken in developing new words by the phonic method.

The articles A, AN and THE are to be pronounced with the word following as one word. Relation words (in, on, up, by, etc.) are to be taught in phrases and sentences.

GENERAL INSTRUCTIONS.—The first words should be not only concrete, but the names of those

things, action and other phenomena of which the pupil already has the idea.

The meaning of every new word must be made clear when it is given, for "words without thoughts are dead sounds." As far as POSSIBLE, have objects at hand, that the word and the thing represented by the word may be associated.

METHODS WITH REASONS FOR SAME.

There are many methods for teaching reading, the most important of which are the Word, Phonic, Alphabetic, Object, Sentence and Group Methods. All of these have been practiced, and nearly all still have their advocates. All have their points of superiority, and each has its defect. For these reasons, it would seem that those who advocate the exclusive use of any one method, blind themselves not only to the merits possessed by the others, but the weakness contained in that particular one. In order to satisfy ourselves as to what is the best method, we should know which one advances pupils most naturally and rapidly. Such a method might appropriately be called the natural, the characteristics of which are the commendable points of each method.

The child on entering school has a vocabulary of several hundred words which he knows how to use in conversation, or understands as he hears others use them. These are the best words for the first lessons. The child does not need to be given the idea, but simply to learn to associate the oral expression with the written or printed form. We begin with the natural method, the Word. The teacher in some way, either by an object, picture or story, suggests the word, then writes it on the board, showing the pupils that the word stands for the object. The disadvantage in using the Word Method exclusively arises from the fact that if the name of the word is forgotten the child has no recourse save the teacher. To overcome this difficulty the Phonic Method is judiciously and systematically introduced at an early stage. By this method the elementary sounds of the language are

taught, rather than the names of the letters. Where two or more letters in a word "run together" in the pronunciation, as ch, th, at, ight, etc., the combined sound is given the child instead of the separate sounds. The advantages of the Phonic, are first that it gives correct oral pronunciation; and second, that it aids the child in recalling old words and in recognizing NEW ones. The danger in the exclusive use of this method arises from the fact that silent letters are not impressed upon the minds of the pupils with sufficient vividness, and as a result its exclusive use will cause poor work in spelling. To overcome this difficulty the Alphabetic Method is introduced judiciously.

In the earliest stages of primary reading, the Sentence Method is used very sparingly. As the first aim in teaching reading is to lead the child to attend to the THOUGHT, and as it is more difficult for the child to grasp several related thoughts than a single one, it follows that in developing words the Sentence Method should be used only in those cases where the other methods fail. Some words cannot be easily developed by the Phonic Method, because of the difficult sounds and silent letters; and at the same time great difficulty would be experienced in using the Word Method, because of the abstractness of the word. In such cases the words can be developed by a judicious use of the Sentence Method. The objection to the use of this method indiscriminately is that the child does not pay enough attention to the separate words so that he readily recognizes when put into NEW combinations. This difficulty may be overcome when there is only one new word in the sentence.

Another and equally good reason for combining the several methods is the fact that the individual members of a class do not acquire, with equal facility, the words by any one method. One pupil may progress more rapidly by the use of phonics, another by the use of words; hence by a judicious combination of methods the best results are obtained.

IMPORTANCE OF READING.

During the first years of school life, reading is the all-important subject to be considered and should claim by far the greater part of the school hours, because no satisfactory results can be obtained in other branches until the pupil is skilled in the art of reading. The pupil's inability to solve a problem more often arises from the fact that he does not know what the words mean, than from the fact that he does not understand the principle involved. This recognizing what combinations of words say, this "thought getting," comes as a result of systematic and thorough training in reading. The reason the boy dislikes grammar and history and geography often arises from the fact that the words do not convey thoughts, he cannot read properly.

SPELLING (Second Ten Weeks.)—Teach pupils to spell the words both by letters and sounds. Observe the following order in teaching spelling: 1. Saying words. 2. Oral spelling of words in lesson, with the word in sight. 3. Oral spelling of pronounced words.

PENCILS—Long and well sharpened.

MUSIC—Under the direction of the supervisor of music.

FIRST GRADE—1B and 1A.

READING First Half Year.—Complete the First Reader and read as much more from the supplementary readers.

Second Half Year.—About two-thirds of second Reader; the same amount from the supplementary readers.

In the first grade, give at least two exercises daily. Let a part of each exercise be given to phonic work.

Pay strict attention to vocal expression, and correct all mistakes in pronunciation. Continue sentence building. The true test of the child's idea of the meaning of a word is best conveyed by sentence making. Give time for the idea to be grasped before

calling for its oral expression. Caution—Do not allow too much time for grasping the idea, and do not allow the hands of the bright pupils to be waving back and forth while the majority of the number are trying to grasp the thought. Train your pupils to let you know when they are ready to recite, by a look, instead of raising their hands. A call for hands is all right occasionally.

SPELLING—The spelling should be given in connection with the reading lessons. Have frequent drills in oral and written lessons. Copy short, easy sentences, then write the same from dictation. Give attention to capitals and terminal points. Keep lists of the more difficult words for review and test exercises. Use the greatest care in selecting your words; the pupils are not required to be able to spell every word in the reading lessons.

LANGUAGE, First Half Year.—Capitals. Beginning of sentences, I, O, and proper names. Period. Sentence. (Each pupil may write sentences of his own.) Hyphen. Use of question mark. (Do not call such sentences, asking sentences.) The use of a and an. (Do not put too much stress on this point or you will confuse; rely principally on the ear to assist you.) The use of nouns to denote one and more than one object. Use of correct form of the verb with singular and plural nouns. (Do not speak much about the incorrect use, but impress the correct one.)

Teach the children to avoid using real for very; don't for doesn't; have got and has got; ain't.

Never present to children written or printed sentences containing false syntax or incorrect orthography.

Abbreviations. Meaning and use of: Mr., Mrs., Dr., St., Mich.

Second Half Year—Review the work given in the first half. Notice the use of the apostrophe. Copy sentences. Exclamation point. Easy formations of the possessive.

NUMBERS, First Half Year—Numbers from one to ten inclusive. Count with objects to 50. Adding, subtracting, multiplying and dividing with objects; (A) without figures; (B) with figures.

Second Half Year—Applied numbers: Coins from one cent to ten cents; inch, pint, quart. Use the actual measures. Teach by use of objects and drawings the parts of a thing, as 1-2, 1-3, 2-3, 1-4, 2-4, 3-4, as far as fifths.

GENERAL INSTRUCTIONS—The first step in teaching numbers is to find out how much the children know of numbers. Do not confound the facility which the pupils may show in using the names of numbers with the knowledge of the numbers themselves. All the instruction should be founded on objects, but do not continue the use of objects after the pupil understands the number—a continued use causes the pupil to think slowly. Avoid the practice of counting by ones. Do not allow the pupils to count, make marks on the slate or use any such mechanical device, in finding the results. They should know the simple combinations by twos of the numbers up to and including 9 as quickly as they recognize any single figure. Remember, “nothing is self-evident until it is made evident to self,” hence proceed very slowly at first, but vary the work so as to keep up the interest. The teacher’s blackboard work should be scrupulously neat and well done; every little curve comes to mean something to the pupil.

WRITING—Long and well sharpened pencils. No. 1 copy-book and Prang pencil “M.” Review positions, tracing letters and simple exercises to secure freedom of motion and control of pencil. Allow no careless work at any time. Use blackboard occasionally.

DRAWING, First Half Year—Solids—sphere, cube, cylinder.

Color—Observation of color illustrated by the prism. Recognition of color. Color names.

SECOND HALF YEAR—Solids—hemisphere, square prism, triangular prism.

Color—Review color work of first half year. Cut and paste borders.

Drawing at the board and upon practice paper.

Outline of work to be provided by supervisor of drawing.

Music—Time: Whole pulse notes and rests.

Tune—Tones of the tonic cord; 1, 3, 5; scale in keys D and E, by imitation. Tones of the dominant cord, 5, 7, 2. Tones of the subdominant cord, 4, 6, 8.

Ear—To distinguish the tones of the tonic cord.

Reading—Tones of the tonic chord stepwise, all other tones of the major scale consecutively by letter and numeral.

Writing—Picture of whole pulses, in notes and rests, in two, three and four pulse measures.

Compass—From d' to e".

Songs—Use the "C" pitch pipe to determine the pitch of every song and exercise. Each teacher should own a pitch pipe.

Avoid—(a) Loud, coarse singing.

(b) Straining after notes beyond children's reach.

(c) Slow, sustained singing.

ELEMENTARY SCIENCE—September—Butterfly, moth, ant, fly.

October—Falling leaves; fruits—kinds, color, form; gathering of fruit.

November—Farm products; Thanksgiving.

December—Lumbering. Cat. Dog. Eskimo.

January—The new year. Points of the compass.

February—Provisions for clothing, George Washington.

March—Winds. Occupations—Miller.

April—Maple sugar, pussy willow buds, (Plant corn, beans and peas.)

May—Awakening of life. Migration of birds. Common wild flowers. Frog. Watch the trees and the growth of corn, beans, etc.

June—Farmers. Cow. Sheep. Woolen goods. Weavers.

This material gained in science work should be used in the language lessons. Suitable selections should be read and poems committed to memory.

Reference books, "All the Year Round," parts I, II, III, by Ginn & Company. "Little Flower Folks," (M. L. Pratt.)

SECOND GRADE—2B and 2A.

Reading—"2B." Second reader completed. About one-third of the time devoted to supplementary reading.

"2A"—One-third of the Third reader. About one-third of the time to be devoted to supplementary reading.

GENERAL INSTRUCTIONS—Do not always take these selections in the order given in the book. When possible assign those selections that will assist in the other lessons of the day. Strive to have the work of each day bear upon and make clear some one thing. Integrate the work. Every lesson needs to be carefully prepared by the teacher before it is assigned. At the time the lesson is assigned, call attention to the most difficult words. A pupil is not ready for the reading of the lesson until he can recognize every word at sight. Endeavor to make the lesson seem like an actual talk in which the reader is one of those talking. This can often be accomplished by having before the class the object about which the lesson treats.

Teach the simpler diacritical marks.

SPELLING—Words from the other lessons written upon the blackboard by the teacher and copied (usually) by the pupil. Master list of "grade words."

LANGUAGE—"2B." Copy addresses. Notice arrangement on an envelope. Write your own address. Copy a short letter and notice the different parts. Each pupil should write a "real letter." In such the pupil should use the true date and his own

name. It is usually well at first to limit the pupils to some subject.

"2A"—Develop inductively definitions of the different kinds of sentences. (Do not use the expressions, telling sentence, asking sentence, wonder sentence; if the pupils are not prepared for the correct name, use the words statement, question, exclamation.) Cover in the main the work to lesson XIII, in "Bartlett's First Steps in English."

Sentences with singular subject and verb may be written upon the board and the pupils required to rewrite them, making all nouns plural.

Sentences may be written upon the board containing blanks to be filled with adverbs or with certain forms of the verb. Let children fill blanks. (Use this method only with such words as the pupils do not know how to use correctly. Much time is often wasted by an indiscriminate use of this device.)

Have children reproduce stories read at morning exercise, or in the science lesson. Language should be taught almost exclusively in connection with the other studies. Every lesson in every grade is a language lesson. Avoid the excessive use of ands, and the connecting of sentences not related in thought.

NUMBER—"2B." Use Hall's Arithmetic Reader. About one-half of text. Teach fractional parts, 1-5, 1-6, 1-8, 1-10, also any number of those parts. Roman numerals.

"2A."—Arithmetic Reader completed. Count by 2's to 24; 3's to 36. From these evolve the multiplication tables. Continue use of fractions. Addition, involving carrying.

GENERAL INSTRUCTIONS—Follow substantially the methods given for the first grade. Give more oral than written work. Copying causes the pupils to think slowly. Continue the use of incomplete examples for children to fill out, as 16 divided by ? equals 2; $4 \times ?$ equals 20; $2-3 \times 12$ equals ?; 18 minus 9 equals ?; 1-2 of ? equals 9; 12 inches equals

?; 1-2 of a foot equals ? inches. Teach pupils to read numbers without the and between tens and hundreds. Insist on prompt, accurate and neat work.

WRITING—Correct position and pencil holding. Do not allow any careless work. Use blackboard. Continue writing capital letters, taking them in the order given by the supervisor of penmanship.

DRAWING—Drawing upon the board and in blank drawing books.

MUSIC—Work of the first grade reviewed. Half pulse tones by imitation. Tones of the major scale in any possible order, at M. 60.

EAR—In tune: To distinguish three consecutive tones. In time: To distinguish one-pulse and two-pulse tones.

READING—Notes of the tonic cord stepwise, all other tones of the major scale consecutively, on the staff. Tones of the major scale in any possible order.

WRITING—Pictures of whole pulses in all kinds of measures.

Compass—From C' to F".

ELEMENTARY SCIENCE—September—Compare, Butterfly and moth.

October—Leaves.

November—Migration of Birds. Fruits. Hibernation of animals.

December—Christmas. The squirrel and the rabbit.

January—Hen and duck. Moon and stars.

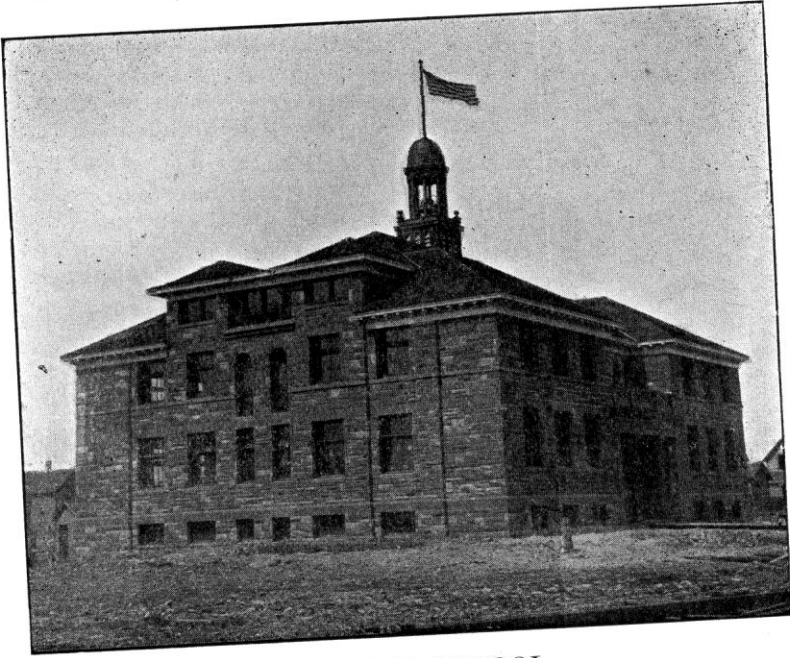
February—Hawk and eagle. Life of Henry W. Longfellow, (commit the "Children's Hour"). George Washington.

March—Owl. Bat.

April—Flowing of sap. Circulation of blood. Uses of sap. Uses of blood.

May—Maple tree. India rubber tree. Watch the awakening of life in plants. Sow wheat, oats and barley.

June—Study wheat, oats and barley. Earthworm.



GARFIELD SCHOOL
CORNER SPRUCE AVENUE AND HENRY STREET.

Flight of birds. Nests.

Geography (in connection with science.)—School room, school grounds, city, direction. Hill—base, side, slope, peak, summit. River—bank, up stream, down stream; lake, pond, marsh.

THIRD GRADE—3B and 3A.

READING—3B—Third Reader nearly completed. Some supplementary work.

3A—Third reader completed. Supplementary work.

The same method of instruction is pursued as that in the second grade. Continue the systematic use of phonics. Give particular attention to expression. The diacritical marks in all words apt to be mispronounced should be taught in connection with the preparatory lesson. Encourage and direct home reading. Create in your pupils a desire to own a few choice books and to start a library.

SPELLING—Method of second grade work to be continued. Words to be selected judiciously from the other lessons. Master list of grade words.

LANGUAGE—3B—Review and supplement 2A work. Complete Bartlett's First Lessons to lesson 26, page 53.

3A—Bartlett to lesson 41, page 79. Science lessons are excellent from which to draw language work. Train pupils to paragraph their work. In the reading lesson, often call attention to the single thought explained in each paragraph. Letter writing continued. Abbreviations of some of the states of the United States.

ARITHMETIC—3B—Walsh Elementary Arithmetic to page 85. Add by 4's to 48; 5's to 60; 6's to 72.

3A—Walsh Elementary Arithmetic to page 145. Continue work in fractional parts. Read and write numbers to 10,000, Roman numerals to C. Add by 7's to 84; 8's to 96. Develop the multiplication table by the adding of a common unit.

GENERAL INSTRUCTIONS—Give constant drill in oral work and analysis of simple problems. Attend to pupils' language. (Avoid the memorizing of a certain form by the pupil. Such work usually results in only language, or the cloak of the thought.)

WRITING—Under the direction of the supervisor of penmanship.

DRAWING—Under the direction of the supervisor of drawing.

MUSIC—Under the direction of the supervisor of music.

ELEMENTARY SCIENCE—3B—Overton's Primary Physiology to page 37. 3A—Overton's Primary Physiology to page 75.

GEOGRAPHY—(In connection with science.) Township, county—products, boundary, railroads, city and villages. State—products, boundary, five principal rivers, 10 largest cities, capital, five state institutions.

FOURTH GRADE—4B and 4A.

READING—4B—Cyr's Third Book by grades or about one-half of reading matter in Arnold & Gilbert's Fourth Reader. Supplementary reading.

4A—Cyr's Fourth Book by grades or complete reading matter in Arnold & Gilbert's Fourth Reader. Supplementary reading.

GENERAL INSTRUCTIONS—Endeavor to assign such selections as will assist the lessons in geography, science and the other subjects. Make the day's work a unit.

Pupils of this grade should be taught the use of the dictionary, and should be led to consult it frequently.

Much time may be wasted in dwelling too much on phonics. Remember phonic exercises are intended to assist in securing correct articulation, and to remedy defects or peculiarities of speech.

Occasional reading of selections by members of the

class may profitably be given. Encourage home reading and receive reports.

One principal cause of poor reading is close attention given merely to the words. In some classes it is considered the gravest fault to omit or misplace an article or a preposition, as is shown by the fact that members of the class follow the reader with apparently no object in view except to detect his miscalling or omitting some little word. While accuracy in the order and utterance of the words should not for a moment be considered unimportant, yet in actual reading this omission or misplacement should be regarded as a far less vital matter than the omission of pause, inflection or emphasis. To give the idea should be the chief aim in everything called a "reading lesson." Do not neglect to correct mistakes in omissions and misplacement, but make such work subordinate to the expression of the thought.

SPELLING—Method of Third grade continued. Words taken from reader, geography work, children's vocabulary and "grade list."

LANGUAGE—4B—Bartlett's First Lessons in English, to Lesson 55, page 108. Composition with special reference to punctuation.

4A—Bartlett to Lesson 74, page 144.

GENERAL INSTRUCTIONS—Be careful not to put together modifying words and phrases that have the same meaning. Find the two chief words of a sentence. Find the modifying phrases. Arrange the phrases in different ways. Impress the different meanings and the best arrangement to convey a particular meaning. Give attention to connections. Notice difference in form of verb when or, nor, or and are used. Use correctly shall and will; may and can; teach and learn. Continue letter writing. Way to fold a letter. Learn to name parts of a letter.

ARITHMETIC—4B—Walsh's Elementary to page 181. Mental—Bailey (supplementary) as directed.

4A—Walsh Elementary completed.

GENERAL INSTRUCTIONS—Continue the use of oral arithmetic. Complete the multiplication table, using plan pursued in preceding grades. Teach the uses of the measures.

GEOGRAPHY—4B—Michigan completed from text. Map of state. Page 1 to 31 in Frye, or 1 to 42 in Natural.

4A—Page 31 to 85 in Frye or 42 to 85 in Natural.

GENERAL INSTRUCTIONS—In connection with geography encourage the pupils to read “Seven Little Sisters,” “Ten Boys” and Nature Stories, (Flora J. Cook.)

The thorough comprehension of a map is one of the essentials in all good work in geography.

The only cities to be taught are those of commercial and historical importance and the capitals.

WRITING AND DRAWING—Under direction of the supervisor.

MUSIC—Under direction of the supervisor.

ELEMENTARY SCIENCE—4B—Overton’s Primary Physiology to page 84.

4A—Overton’s Primary Physiology completed.

GRAMMAR DEPARTMENT.

FIFTH GRADE A AND B.

READING—5B—Cyr’s Fifth Book by grades. Supplementary reading.

5A—Cyr’s Sixth Book by grades. Reading from science books in supplementary sets.

GENERAL INSTRUCTIONS—Home reading—Beautiful Joe, Black Beauty and such books as teach kindness to animals. Train pupils to read intelligently and intelligibly. The words being mastered, the pupils are prepared to read the lesson—to grasp the thought and give it correct utterance. The one central aim is to give the pupil needed assistance in the grasping of the thought to be expressed.

SPELLING—Follow the method of the preceding grade. Complete “grade lists.”

LANGUAGE—5B—Complete and review text.

5A—The Essentials of Language and Grammar to page 76.

GENERAL INSTRUCTIONS—Supplement the work largely with material from the other studies. Descriptions of objects and pictures.

A good picture possesses the following points: Large; colored (if possible); not too barren; not too complex; strong central figure or feature around which the story can be centered; suitable to time of year (not to be rejected for this). Results to be obtained: Careful observation; distinct recognition; and accurate judgment.

ARITHMETIC—5B—Walsh Intermediate, part II, to page 265. Supplementary—Bailey as directed.

5A—Walsh to page 316. Fractions. Bailey—any example to page 81.

GENERAL INFORMATION—Much neat black-board work. Addition of fractions. Fractions have a common denominator. Fractions one of which reduces to the denominator as 1-2 and 3-8. Fractions, the denominators of which reduce to a higher common denominator. Lead the pupils to recognize the principle. It is not necessary to have large numbers in order to accomplish that.

WRITING AND DRAWING—Under the direction of the supervisor.

MUSIC—Under the direction of the supervisor.

GEOGRAPHY—5B—Frye’s, complete the text; Natural to page 124.

5A—Review and supplement the cardinal points in the entire book.

GENERAL INSTRUCTIONS—While studying North America pupils should be made familiar with its discovery, settlement and development, and with the biography of a few leading characters.

SCIENCE—5B—Overton's Intermediate Physiology, to page 44.

5A—Overton's Intermediate Physiology—pages 44 to 92.

September—Bee.

October—Fruits—kinds, uses.

November—Leaves.

December—Thermometers. Heat—effects in expansion, contraction.

January—Work of previous month continued (appoint a certain pupil to "read the thermometer" every hour during the session and register the temperature on blackboard.)

February—Magnet, compass.

March—Light—straight course, shadows.

April—Chemistry of the candle.

May—Ventilation.

SIXTH GRADE—B and A.

READING—6B—Supplementary reading from "Plants and Their Children" (American Book Company) and other books in connection with science work.

6A—Reading from supplementary books on history and geography.

SPELLING—Spelling Book according to instructions. Master "grade words."

LANGUAGE—6B—Bartlett's Essentials, pages 76 to 105.

6A—Bartlett's Essentials, pages 105 to 139.

GENERAL INSTRUCTIONS—The material for language should be taken very largely from other lessons. Combine simple, related sentences to form longer ones; the paragraph. (Do not allow pupils to hold together disconnected thoughts by the use of and.) Insist upon neat work, and correct use of capitals and punctuation marks.

ARITHMETIC—6B—Walsh Intermediate, part II, pages 316 to 343.

6A—Walsh Intermediate, to page 377. Supplement the work by using Bailey's Mental Arithmetic

GENERAL INSTRUCTIONS—In taking up any topic for the first time, get the pupils to grasp the principle by using just as easy examples as possible. Then advance by logical steps. A difficult example may have a place in the lesson after the principle has been thoroughly mastered, but until then it has no place.

Get the pupils to understand the meaning of a "board foot," viz: That it is a board one foot square and one inch thick, or its equivalent. Have two such pieces of board when developing the lesson, one of which has been cut lengthwise into four equal pieces. By means of this second piece explain the meaning of its equivalent, i. e., 2×6 or 3×4 .

Teach pupils to find the number of cords in a tier of wood by dividing the product of the length and height by 32. Any tier of wood 8 feet long and 4 feet high, or its equivalent, contains one cord of some kind of wood.

GEOGRAPHY—6B—Fry's Complete Geography—42 pages; or Natural to page 45.

6A—Frye's to page 75; or Natural to page 93.

GENERAL INSTRUCTIONS—Compare frequently the parts under discussion with parts of the subject already studied. Always make use of such illustrations as serve to aid the lesson. (Pictorial representations are of little service, unless accompanied by analysis and explanation.) The teacher that, to the largest extent, places her class in the very physical, political and social atmosphere of the country under discussion succeeds in the largest degree. The subject then becomes real; having become real, it becomes interesting, and having become interesting the child's attention is secured. When interest and attention animate the child, we need not be troubled about his remembering. (Often attention is not secured and interest is not aroused because pupils re-

cite in such a low tone that others in the class cannot hear).

SCIENCE—6B—Overton's Intermediate Physiology, pages 92 to 132.

6A—Overton's Intermediate completed.

DRAWING, PENMANSHIP AND MUSIC—Under the direction of the supervisors.

SEVENTH GRADE—B and A.

7B—Reading from supplementary books on history and geography.

READING 7A—Reading matter taken from current events. Paper to be designated by the superintendent. Each pupil is to have a copy.

GENERAL INSTRUCTIONS—The aim in the 7A work is to acquaint the pupils with current history, and to teach them how to read a paper. In this age of newspapers pupils need training in this line.

SPELLING—Words selected judiciously from the lessons and vocabulary of the pupils. Grade lists to be mastered. Spelling Book according to instructions.

LANGUAGE—7B—Essentials, pages 139 to 161. Written work once or twice a week.

7A—Text to page 214. Continue systematic drill in written work.

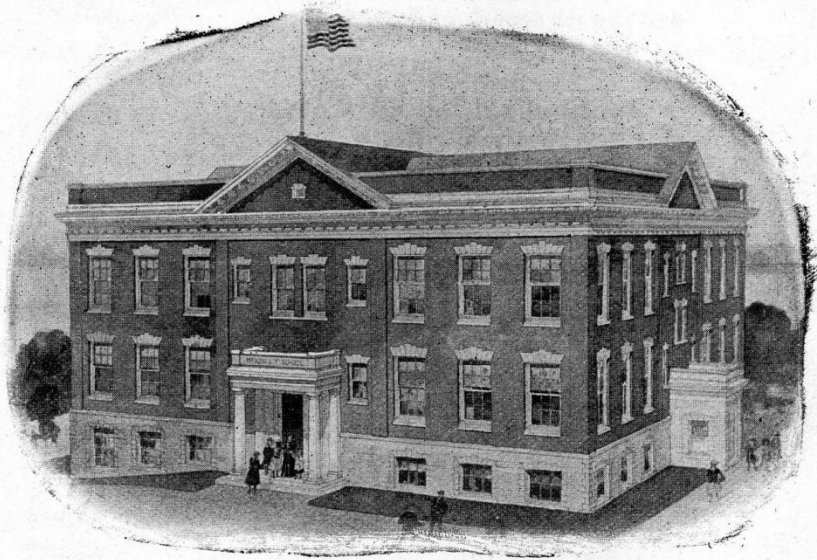
ARITHMETIC—7B—Walsh's Intermediate to page 402.

7A—Walsh's Intermediate to page 451.

GENERAL INSTRUCTIONS—Do not teach percentage by cases. From one problem train the pupils to see all the relations, i. e.:

- (a) What is 10 per cent. of 40?
- (b) Four is 10 per cent. of what number?
- (c) Four is what per cent. of 40?

Follow the same method in the cases involving principles of percentage. Unify the subjects, Profits and



McKINLEY SCHOOL,
Algonquin.

Loss, Commission, Insurance. In the same example interchange the specific words used in each case, so that the pupils will see the principle is the same. Break down the artificial barriers that have been built between problems alike in principle and different only in "trade usage."

Teach ratio and proportion by the fractional form, using the analytical method. Get pupils to see that a ratio is simply a fraction, and that a proportion is an equality of two fractions. Every time a pupil reduces a fraction to lower terms he forms a proportion. Supplement the text in teaching "Commercial Discount."

GEOGRAPHY—7B—Frye's complete to page 99; or Natural to page 117.

7A—Frye's complete, pages 99 to 142; or Natural, pages 117 to 151.

GENERAL INSTRUCTIONS—Generalize great principles and lead the pupils to see that geography is a science; that things do not happen to be so, but have to be. "To make the pupils independent thinkers, earnest seekers after truth and enthusiastic investigators among many books should be the teachers' ideal."

PHYSIOLOGY—7B—Young People's Physiology completed.

7A—Our Bodies and How We Live—Cover more important parts between pages 249 and 329.

DRAWING, PENMANSHIP AND MUSIC—Under the direction of the supervisors.

EIGHTH GRADE—B and A.

HISTORY—8B—In September begin Thomas' U. S. History—One-half of the book. In middle of year begin McMaster's. One half of book.

8A—Complete text begun.

GENERAL INSTRUCTIONS—Get your pupils to live in the very "atmosphere" of the period they are

studying. In teaching about wars, make much of causes and results; teach just enough about battles to show the horrors of war, the spirit of self-sacrifice displayed by the participants and the advantages of arbitration.

Remember there are more things in any history that ought not to be memorized than there are the things that ought to be. Stop the first attempt you see on the part of the pupil "to run the words" of the author. Insist on thoughtful recitations expressed in the pupil's own language. The pupil that recites the most fluently may think the least.

GEOGRAPHY—8B—Review of text completed. Commercial geography emphasized.

STATE GOVERNMENT—8A—Civil government and history of the state of Michigan.

ARITHMETIC—8B—Greenleaf, Review percentage and application of the same.

8A—Walsh Grammar School Arithmetic, part II, to page 499.

GRAMMAR—8B—Essentials, pages 214 to 283. Written work in language based on other lessons.

8A—Text completed. A little work in diagramming. Supplementary work from Tarbell's.

SPELLING—Pursue method of the preceding grade.

DRAWING, PENMANSHIP AND MUSIC—Under the direction of the supervisors.

GENERAL INSTRUCTIONS FOR SPECIAL SUBJECTS.

PENMANSHIP.

GENERAL DETAILS—Begin practicing on position, movement and the regular work for your grade the first week of school. Give constant and watchful attention to position. Insist on rapid movement. Do not accept slovenly written work at any time. Keep in your desk a supply of pens and holders to guard against accident and consequent delay.

1C and 1B use slates and pencils; 1A, 2B, 2A and the 3B and 3A if in room with second grade will use lead pencils; 3B and all grades following will use pen and ink.

If ink wells are provided, the 2B and 2A grades will have pen and ink work once each week.

The 1A, 2B and 2A grades will use No. 2 copy book, and specimen book for practice.

The 3B, 3A, 4B and 4A will use No. 3 copy book, and specimen book.

The 5B and 5A will use No. 4 copy book and specimen book.

The 6B and 6A will use No. 5 copy book and specimen book.

The 7B and 7A will use No. 6 copy book.

The 8B and 8A will use No. 6 copy book.

In practice work insist on pupils filling the **WHOLE** line with the exercise.

Have blackboard work twice each month. Insist on neat work.

DRAWING.

In the hands of a skillful instructor, there is no sub-

ject in the elementary grades better adapted than drawing to awaken interest on the part of the pupils and train them to study an object in a systematic manner. For this reason the skill acquired is of great assistance in the other subjects—but more especially in the language work.

GENERAL DETAILS—Teach all new forms, shapes and terms from the model.

Write each new name and term upon the board when given to the class. Drill on the new terms. Train pupils to answer in complete sentences.

Draw vertical lines from the top downward.

Permit no erasing while drawing.

Pencils should be Prang "M," long, and point not too sharp.

In blackboard work have EVERYTHING READY, AS ERASERS, CRAYONS, ETC., before class begins work. Sketch quickly. Seat the class. Criticise the work. Select best. Send pupils again to board to correct. INSIST ON HAVING GOOD ORDER.

MUSIC.

The time for this subject must not be taken for rote singing in grades above the second.

Do not permit loud singing. Save the children's voices. Work for sweet, pure tone rather than noise.

Conduct your music lesson with the same system that you do the other lessons.

Have in mind JUST WHAT YOU WISH TO ACCOMPLISH BEFORE YOU BEGIN THE LESSON.

Sing all exercises in the pitch indicated.

Constant use of the pitch pipe is required.

Seldom have the pupils sing while marching or during any vigorous exercises.

TEXT BOOKS.

Books are furnished free by the Board of Education. If parents desire, they can buy any of the books at the superintendent's office by paying the wholesale price as listed below.

PRIMARY AND GRAMMAR SCHOOL.

| | |
|---|----------------------|
| Regular Readers—Stepping Stones to Literature | 24, 32, 40, 48 cents |
| U. S. History—McMaster's; Thomas..... | \$ 80 |
| Overton's Primary Physiology—American Book Co. | 24 |
| Intermediate Physiology—American Book Co.. | 40 |
| First Lessons in English..... | 32 |
| Essentials of Language and Grammar..... | 35 |
| Geography Elementary, Frye—Ginn & Co..... | 48 |
| Geography Complete, Frye—Ginn & Co..... | 1 00 |
| Natural Elementary Geography..... | 48 |
| Natural Advanced Geography..... | 1 00 |
| Copy Books, Vertical—Sheldon & Co..... | 06 |
| Walsh Elementary Arithmetic—Part I..... | 25 |
| Walsh Intermediate Arithmetic—Part II..... | 28 |
| Walsh Grammar School Arithmetic—Book II.. | 37 |
| Arithmetic Reader..... | 16 |
| Slates—First grade, frame covered, 7x11 in., sponge, lead pencil and tablet. | |

HIGH SCHOOL.

| | |
|--|------|
| English Grammar—Whitney & Lockwood..... | 56 |
| Word Analysis—Swinton..... | 25 |
| Business Arithmetic—Williams & Rogers..... | 68 |
| Physical Geography—Houston..... | 1 00 |
| Hygienic Physiology—Martin..... | 96 |
| Science of Government—McCleary.. | 80 |

| | |
|---|------|
| Book-keeping—Tablet System..... | 1 75 |
| Business Law—White.. | 1 20 |
| Economics—Bullock..... | 1 00 |
| American Literature—Painter.. | 1 00 |
| Algebra, High School—Milne..... | 80 |
| Algebra—Beman & Smith..... | 1 12 |
| Geology—Earth and Story..... | 81 |
| Botany—Bergen.. | 88 |
| U. S. History—Montgomery's Student..... | 1 19 |
| Rhetoric—Scott & Denny..... | 90 |
| English Literature—Painter..... | 1 00 |
| Physics, Elements—Carhart & Chute..... | 1 00 |
| General History—Myers..... | 1 20 |
| English History—Montgomery.... | 1 00 |
| Geometry—Beman & Smith..... | 1 00 |
| Chemistry—Williams.... | 96 |
| Zoology—Colton.. | 64 |
| Latin, first year—Collar & Daniel..... | 80 |
| Latin Grammar—Allen & Greenough..... | 90 |
| Cæsar—Allen & Greenough..... | 1 00 |
| Cicero—Allen & Greenough..... | 1 00 |
| Virgil | 1 40 |
| German Grammar—Joynes-Meissner..... | 1 00 |
| German Reader—McMillan..... | 60 |
| Minna von Barnhelm (Lessing)—Buchheim... | 80 |
| Jungfrau von Orleans (Schiller)—Wells.... | 60 |
| French Grammar—Chardenal..... | 90 |
| French Reader—Super.... | 56 |

COURSES OF STUDY.

| | FIRST YEAR | | *Latin-German | **Short Latin-German. | Latin-English | English | Commercial | |
|-------------|---------------|--|--|---|---|---|---|---|
| | 1st. Semester | 2nd. Semester | Latin Algebra Physical Geo. Eng.-German | Latin Algebra Phy. Geog. Eng. Grammar | Latin Algebra Phy. Geog. Eng. Grammar | Am. Lit. Algebra Phy. Geog. Eng. Grammar | Am. Lit. Algebra Phy. Geog. Eng. Gram. | |
| | | 1st. Semester | 2nd. Semester | Latin Algebra Botany Word Studies Composition | Latin Algebra Word Studies (3) Composition (2) Am. Lit. | Latin Algebra Word Studies (3) Comp. (2) Am. Lit. | Word Studies (3) Comp. (2) Algebra Arithmetic Geology | Algebra Arithmetic Composition (2) Word Studies (3) Geology |
| SECOND YEAR | 1st. Semester | Latin U. S. History Rhetoric Civil Gov. | Latin Arithmetic Eng. His. Civil Gov. | Latin Arithmetic Eng. History Civil Gov. | S. E. B'k-keep'g and Penmans'p Arithmetic Eng. History Civil Gov. | Book-keeping Penmanship Typewriting Arithmetic Civil Gov. | | |
| | 2nd. Semester | Latin Eng. Lit. Physiology Algebra | Latin Algebra Botany D.E. B'k-keep'g and Com. Law | Latin Algebra Botany D.E. B'k-keep'g and Com. Law | Physiology Algebra Botany D.E. B'k-keep'g and Com. Law | Physiology Typewriting Book-keeping Botany | | |
| THIRD YEAR | 1st. Semester | Latin German Physics Gen. History English (1) | German Rhetoric Physics Gen. History English (1) | Latin Rhetoric Physics Gen. History English (1) | Am. Classics Rhetoric Physics Gen. History English (1) | Business- Corresp'd'ce (2) Typewriting (3) Shorthand Rhetoric English (1) | | |
| | 2nd. Semester | Latin German Physics Gen. History English (1) | German Eng. Lit. Physics Gen. History English (1) | Latin Eng. Lit. Physics Gen. History English (1) | Reviews Eng. Lit. Physics Gen. History English (1) | Business- Corresp'd'ce (2) Typewriting (3) Shorthand Eng. Lit. English (1) | | |
| FOURTH YEAR | 1st. Semester | Latin Geometry Chemistry German English (1) | German Geometry Chemistry U. S. History English (1) | Latin Geometry Chemistry U. S. History English (1) | Com. Law (3) Geometry Chemistry U. S. History English (1) | Com. Law (3) Physics Gen. History Geometry English (1) | | |
| | 2nd. Semester | Latin Eng. Classics (3) Geometry German Algebra (2) English (1) | German Eng. Classics (3) Geometry Political Econ- omy (10 wks) Algebra (2) English (1) | Latin Eng. Classics (3) Geometry Political Econ- omy (10 wks) Algebra (2) English (1) | Zoology Eng. Classics (3) Geometry Political Econ- omy (10 wks) Algebra (2) English (1) | Physics Gen. History Geometry Political Econ- omy (10 wks) English (1) | | |

There are daily recitations in all subjects except those followed by a figure in parentheses. The figure designates the number of recitations per week.

*Two years of French can be substituted for German or Latin.

**Two years of French can be substituted for German or Latin.

A three hour course in music and in drawing can be elected in the high school by those desiring the work.

READING FOR HIGH SCHOOL PUPILS.
SUPPLEMENTARY.

FIRST YEAR.

Longfellow—Courtship of Myles Standish; Evangeline.
Dickens—Old Curiosity Shop.
Hawthorne—Twice Told Tales.
Scott—Ivanhoe.
Tennyson—Enoch Arden.
Cooper—Deerslayer.
Whittier—Snowbound.

SECOND YEAR.

Byron—Prisoner of Chillon.
Scott—Marmion; The Lady of the Lake.
Longfellow—Hiawatha.
Franklin—Autobiography.
Goldsmith—The Traveler; The Deserted Village.
Irving—Life of Washington. (Abridged.)
Bryant—A Forest Hymn; Thanatopsis.

THIRD YEAR.

DeFoe—History of the Plague in London.
Shakespeare—Merchant of Venice; (Abridged).
Webster—First Bunker Hill Oration.
Addison—Sir Roger de Coverly Papers.
Dickens—David Copperfield.
Emerson—Wood-Notes; Essays.
Gray—Elegy in a Country Church-yard.

FOURTH YEAR.

Ruskin—Sesame and Lilies.
Shakespeare—Julius Cæsar.
Thackeray—The Newcomes.
Burke—Speech on Conciliation with America.
Goldsmith—Vicar of Wakefield.
Scott—The Abbot.
Milton—L'Allegro; Il Penseroso.

ORGANIZATION AND STANDING.

The school is now organized with six courses of study, viz: Latin-English, Latin-French, Short Latin-German, Short Latin-French, Latin-English, English and Commercial. During the school year a committee from the University of Michigan visited the schools and inspected the work. As a result of this examination the schools are continued on the diploma list during the next three years. By this arrangement graduates from the high school are admitted to a corresponding course at the U. of M. without an entrance examination. The schools are also on the approved or diploma list at the Michigan State Normal College at Ypsilanti and College of Mines, at Houghton, Michigan.

PLAN OF WORK.

The work in the high school is carried on the departmental plan. In the selection of teachers only those are elected to any department that have had special training in the particular line of work. By this arrangement each teacher is enabled to do work of a high order and at the same time interest the pupils because of his or her love for the subject.

FOREIGN LANGUAGES.

In the department of foreign languages, the work in Latin is pursued in a little different manner from that in which it is usually done. By the ordinary method, pupils in passing from the first year's work to a study of the books of Cæsar, experience considerable difficulty. Although they may know the vocabulary thoroughly and be fairly well

conversant with the construction, yet their English translations are crude and disconnected. This, it is thought, comes in a large part from a lack of knowledge on the part of the pupil, of a good, free translation. Pupils that are allowed to proceed in this manner do not, for a time, see the beauties and nice distinctions of the Latin, and in turn, come to use loose and ungrammatical English. This objection is overcome by the teacher during the first semester, placing in the hands of each member of the Cæsar class a smooth, free translation of about one chapter in five. Then the pupils are questioned CAREFULLY on the translation, i. e. "Why the translator chose this or that form of expression; how the force of this or that prefix or suffix is conveyed; what the effect would be of this or that substitution; why this or that order of words is used, etc., etc."

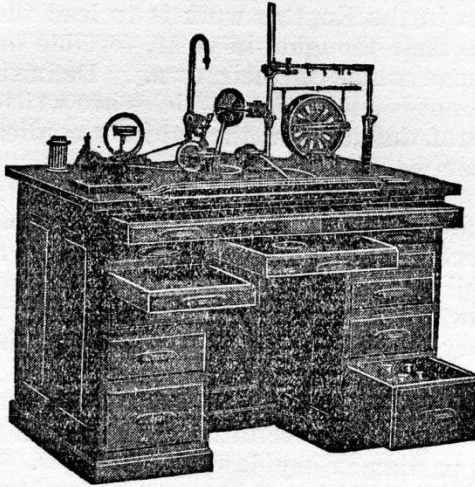
In the German work, correspondence is carried on between students in Germany studying English and our high school students that are studying German. Letters are written alternately in their own and the foreign language. The foreign correspondence is corrected by the native student and returned to the writer.

By this plan the students are trained to use and appreciate the colloquial terms and expressions much easier and more thoroughly than by the "text-book" plan. All correspondence is carried on between the students under the critical supervision of the instructors.

SCIENCES.

In the science department the laboratory method is pursued as far as possible and practicable. The aim of the department is to train the pupil so that he will become a careful and systematic observer and have the ability to express his thoughts clearly. This is best secured when text-books are used for reference and the laboratory method with the inductive

system of investigation is pursued. In the elementary physics class the pupils are required to formulate and solve a large number of original problems involving the principles under consideration. During the past year a Crowell cabinet was added to the equipment. The cabinet contains all the separate pieces required to construct any piece of apparatus used in elementary physics. The benefits to be gained from such a cabinet are too evident to need mentioning. If the student is to study the steam engine he first constructs his engine from the different pieces in the



CROWELL CABINET.

cabinet. The study of the mechanism of the machine is then a comparatively simple matter. Any piece of apparatus, when constructed, has the advantage over the ordinary "home constructed" apparatus, because it will work and illustrate the principle involved. In constructing home-made apparatus the student learns how it is made but he usually has to imagine how it should work.

The laboratory method is pursued in botany, commencing with the study of seeds. The structure,

uses, characteristics and history of various plants are treated through roots, stems, buds, inflorescence and fruits. Daily observations are made of the growth of the plants in the laboratory gardens.

The work in zoology and geology includes, in connection with the text book work, a careful and systematic study of the specimens found in the museum. The advantages that come from the student having before him the specimens, are evident in the added interest shown and the grade of work that is being done.

ENGLISH.

The aim in the English work is to lead the pupils to express their thoughts in clear, forcible language, yet language which is their own. Definitions are developed not committed. Articles are written upon the topics of the day and the subjects studied in the other departments. Credits secured in composition and rhetoric are conditional. Any pupil that submits careless and inferior articles in any department, may be reclassified in either composition or rhetoric. Each pupil before being promoted to the next semester's work shall have done rhetorical work which is satisfactory to the teacher of English and the superintendent.

Each pupil in the ninth and tenth grades is required to give one recitation period each week to work on parliamentary law and usages. In the eleventh and twelfth grades, one recitation period each week is devoted to rhetorical work.

COMMERCIAL.

A thorough commercial course of instruction was added to the high school work three years ago. By means of this a high school pupil can prepare himself for office or clerical work as thoroughly as he can in the best business college. A year's work is given in typewriting, shorthand, bookkeeping, commercial law, business arithmetic and business correspondence. The advantage of a four years' training in a

commercial high school course is evident when we take into consideration that the student receives, in addition to his commercial work, instruction in many other high school subjects, thereby giving him a broader education than does the ordinary business college. Students that expect to attend higher institutions of learning are advised to elect the shorthand on account of the assistance it will be to them in taking lectures.

MATHEMATICS.

During the first two semesters in the high school all pupils pursue algebra. This enables them to solve the problems involving letters in the physics and geometry classes. During the second semester of the senior year, a recitation in Algebra is held twice each week for review work and a study of a few of the most advanced principles of elementary algebra. The ninth grade arithmetic is especially arranged for students in the English and commercial courses. The work in this department is completed by giving one year's time during the senior year to plane and solid geometry. With Beman & Smith's text, the students are trained in complete, concise and logical demonstrations, freely interspersed with question marks that they are required to answer. From sixty to seventy per cent. of the "original" problems are required to be worked. In this department the teacher never loses sight of the fact that mathematical subjects rank among the first in value for the cultivation of habits of correct reasoning.

RULES AND REGULATIONS.

SUPERINTENDENT.

1. The Superintendent of Public Schools shall act under the Direction of the Board of Trustees, whose executive officer he shall be, as far as pertains to the details of school management and discipline, and the general care of schools, school houses, books and apparatus. He shall have power to expel any pupil from the schools for immoral conduct, or for any other sufficient reason; but any pupil expelled by him shall have the right to appeal to the Board of Education, who shall hear and determine the matter.

2. It shall be his duty to see that the rules of the Board are enforced; to superintend the classification of pupils; to promote those to a higher department or grade of school, who upon examination, are found qualified; to see that judicious programs of study and recitation are instituted; to direct modes of discipline and instruction; designate suitable hours of study and intermission; to maintain a uniform system of text books, school records and reports; to render any needed aid and counsel, and enact such special rules for the government of the schools as shall conduce to their highest success.

3. He shall report the condition of the schools under his charge at the regular meeting of the Board of Education, and make such recommendations as may seem necessary.

4. He may appoint a supply in case of the temporary absence of any teacher, or dismiss the department at his discretion.

5. He shall appoint teachers' meetings, which shall be held as often as once each month, for the purpose of mutual consultation in regard to the schools, the best modes of imparting instruction and securing wholesome discipline.

6. He shall annually send to the Board of Trustees a report giving statistics in regard to the schools, and suggesting such changes as may be deemed for the good of the schools.

7. He shall have entire charge of all transfers from one grade to another, and no pupil shall be so changed except as he directs.

8. He shall inspect the grounds, buildings and furniture of the schools, and report to the Board whenever the provisions for warming and ventilating are unfavorable to the health, comfort and physical development of the pupils. He shall also report such buildings as are not kept strictly clean and in good order.

9. It shall also be his duty to preserve in his office a complete list of the personal property, such as books, maps, clocks, thermometers, bells, keys, etc., belonging to the several schools, and at the close of the school year he shall ascertain what articles belonging to any school have been lost, destroyed or damaged, and shall require the teacher of such school to send to him in writing an explanation of the cause and circumstances attending such loss or damage.

10. The superintendent may, at any time, suspend a pupil whose example or conduct is such as to render him or her an unfit member of the school; but in all such cases, when it is possible, the pupil shall have received due admonition and the parent due warning.

TEACHERS.

The following duties shall be observed by teachers in the Public schools of this city:

1. To become familiar with the general regulations of the schools, and to co-operate with the superintendent in their observance.

2. To become familiar with the course of study

of all the grades, that they may be better prepared to do the work of the special grades in which they are teaching.

3. To become acquainted with the circumstances and disposition of each pupil, so as the better to adapt instruction and discipline to individual cases. In discipline, character growth should be the aim.

4. To have an oversight of pupils at recess and intermission, and thus prevent improper deportment and language.

5. To be present promptly at the meetings appointed by the superintendent where their attendance is required, and when present to perform whatever work may be assigned to them.

6. To see that the school rooms are properly ventilated and heated, keeping the temperature at about 68 degrees Fahrenheit; to this end they shall endeavor to secure an entire change of air at recess and at the close of the morning session.

7. To report to the superintendent all matters pertaining to their schools.

8. To prevent the use of their schools as a means of advertising, except by permission of the superintendent.

9. To be present at their respective rooms twenty minutes before time for opening school in the morning and fifteen in the afternoon, and remain in charge of room at noon and evening until all pupils are gone.

10. To take charge of all books loaned their respective departments and report damages to books.

11. To keep all required records neatly and accurately.

12. To co-operate with associate teachers in securing good order in the halls and on the school grounds.

13. To read at least one school journal.

14. To prepare with accuracy all reports required and deliver them at the time specified to the parties for whom they are made, properly signed and dated.

15. To report to the superintendent whenever it is necessary for them to be absent from their schools for any part of a session, that he may assign a teacher to fill the vacancy.

16. Teachers may detain pupils at the close of the school session and at recess, for purposes of punishment or to prepare neglected lessons, but such detention shall be limited to seven minutes at recess and *thirty minutes at the close of the session.*

18. The general care of the school buildings and property shall be in the teachers' charge during school hours, and they shall be held responsible for injury to such property arising from any want of care or attention on their part. They shall report promptly to the superintendent the names of pupils who shall injure or deface any school property, either intentionally or by accident.

19. Teachers shall allow neither pupils nor babies to visit in their schools at any time, except by permission of superintendent.

20. Whenever a pupil shall give evidence of ability to advance more rapidly than the class to which he belongs, the teacher shall report the case to the superintendent, who shall attend to such examination and promote him if qualified.

21. Teachers may suspend pupils for a day, but shall give immediate written notice thereof to the superintendent.

22. Teachers will not admit pupils from other rooms to their departments until they shall bring a transfer endorsed by the superintendent.

23. Teachers have the right to inflict corporal punishment in the form of shaking, but they will be held responsible for the frequency and severity of such punishment.

24. Teachers shall see that all books and slates are neatly arranged in desks at close of school, and in case of forfeiture of seat shall see that the books therein are properly cared for.

25. It shall be the duty of the principal of each ward school to exercise a general supervision over the building, grounds, etc., and to receive and communicate the instructions of the superintendent relating to that school. Such teacher shall also report to the superintendent injuries committed by pupils and neglect of duties by janitors.

PUPILS.

All pupils are required to observe the following rules:

1. To be respectful and obedient to the teachers; to occupy such seats and to use such places in the wardrobe as the teacher assigns; to enter such department and pursue such studies and to use such books as the superintendent or Board of Education may direct; to be punctual and regular in attendance and at recitations; to devote their time exclusively to the proper duties of the school room; carefully to clean all mud and dirt from their feet upon the scrapers and mats before entering the school room; to keep their seats, desk and floor about them neat, and to be clean in person and clothing, and gentlemanly and ladylike in deportment toward each other.

2. No pupil can go from one school to another in the district without permission in writing from the superintendent.

3. Pupils must not collect around the school buildings or yards more than one-half hour before the opening of school in the morning or afternoon, and must go directly home when dismissed unless they are excused by the teachers to remain. Pupils who remain will be subject to such rules as the Board of Education or superintendent may establish.

4. To walk quietly as directed through the halls and up and down stairs, and not to lounge in the halls or stairways at any time when the school rooms are open.

5. To make no loud noise in any part of the building at any time, or scuffle, run or jump; and not to go

at any time into rooms belonging to other departments without permission from a teacher.

6. Not to mark, scratch, cut, break, or in any way injure or mar any part of the school buildings or furniture, outbuildings, fences, walks or anything about the premises. If any injury shall be done by any pupil, such pupil shall be liable to pay damages in full; in default of which the pupil shall be suspended from school, and re-admitted only by permission of the Board. The damage shall be assessed by the teacher of the school in consultation with the superintendent, and the fine paid to the superintendent. But in case of serious injury the Board shall be consulted.

7. To go to and from the school room in a quiet and orderly manner, and not to be guilty of any rude or boisterous conduct while in the public streets on the way to or from school; not to use or write any profane or unchaste words on or about the school premises, nor to draw any obscene pictures or representations; nor to have in possession any kind of fire-arms or gun-powder, nor have or use any intoxicating drinks or tobacco in any form on or about the school premises. Any pupil guilty of such offense shall be liable to suspension or expulsion from the schools.

8. Any pupil who shall be absent from any regular examination without permission of his teacher, and shall fail to furnish a satisfactory reason therefor, shall forfeit the right to promotion.

9. Sickness of the pupil, severe illness in the family, or some other urgent reason, rendering attendance at home necessary, shall be considered the only legitimate excuse for tardiness or absence from school, and the teacher may demand in all cases that the necessity of tardiness or absence be certified to by the parent or guardian in person or in writing. When an unavoidable absence can be anticipated, it should if possible, be excused beforehand.

10. No hand sleds, baseball clubs or reading mat-

ter foreign to school work will be allowed at the school.

11. Four half days' absences unexcused will be sufficient to suspend any pupil from school, and being twice tardy will count the same as one-half day's absence. Pupils absenting themselves from school to avoid being tardy shall be regarded as truants.

12. Pupils not bringing an excuse for absence or tardiness upon their returning to school may be sent home immediately for the same unless the weather or distance is such as to endanger the health of the pupil. Such pupils shall be required to remain and study at the close of the day's session twice as long as the time missed in going for the report.

13. No pupil will be excused from the school except by the request of parent or guardian, either written or in person, unless on account of sickness of pupil or some other unusual emergency.

14. Except by consent of the superintendent or Board of Education, pupils will not be permitted to drop a study when begun, nor to graduate without pursuing all the studies of their course and taking the part assigned in graduating exercises.

15. Conformity to these and all other regulations, established from time to time by the superintendent or Board will be required.

DUTIES OF CADET TEACHERS.

1. To be present at the ringing of the last bell.
2. To prepare work during opening exercises. (If that time is not sufficient to come earlier or prepare it outside of school hours.)
3. Keep all material used in Irregular class in good order.
4. Prepare sewing cards for room.
5. Assist with the sewing, weaving, perforating, crayoning and busy work in Irregular class.
6. Be ready to take any other class when a teacher desires to do the cadet's regular work.
7. To assist in putting on wraps, and when re-

quired to take charge of the hall when the pupils pass in at recess.

8. To read during each semester in connection with her work, at least one such book as "Paradise of Childhood."

JANITORS.

1. It shall be the duty of the janitors to sweep daily all the rooms, halls, stairways and piazzas in use by the schools, and to remove upon the following morning the dust from all the school furniture.

2. To wash the floors of the rooms, halls and stairways once each school month, and those of the halls and rostrums oftener if directed so to do by the superintendent.

3. To examine daily into the conditions of the out-buildings, sidewalks and fences, and keep the same in good condition, and to report to the superintendent any needed repairs or serious injury done to any school property.

4. To have the rooms sufficiently warmed for school purposes at 8:30 a. m. during all season when fires are necessary.

5. To open buildings when directed and remain in charge of same until the arrival of teachers in charge.

6. To keep open all necessary paths upon the school premises leading to the buildings or out-buildings.

7. To consult with the superintendent respecting the character of the work, and as far as possible carry out all suggestions relative to the care of the property.

8. He shall wind the clocks at proper times, ring the bells at such times as the superintendent may direct, keep the premises in good order, lock the windows at the close of each session, and attend to everything that may conduce to make the schoolroom and premises healthful, neat and agreeable.

9. The janitors shall be subject to the direction of the superintendent, or in case of his absence from

any building to the principal teacher in charge thereof.

10. To remove or cover up all marks in school buildings and outhouses, and if possible detect the person marking the same.

11. The janitor shall have charge of the school building during the noon intermission.

12. To erase blackboards each night as directed by teachers.

13. To ventilate all rooms each day at noon and after dismissal of school.

14. The Board claims the right to dismiss janitors at any time for neglect or incompetency.

15. All janitors are hired by the calendar month.

LIBRARY—INFORMATION, RULES AND REGULATIONS.

1. Library and reading room at Central school building, lower floor, in room marked "Library."

2. Hours: 8:30 to 11:45 a. m.; 1:30 to 4:30 p. m. on school days; Saturday: 1 to 4 p. m. Books may be drawn or consulted during these hours.

3. Each applicant for books shall pay to the librarian 10 cents for a non-transferrable certificate of membership, to be presented at time of drawing books.

4. A book may be drawn by any resident of school district (city) and kept for two weeks with privilege of one renewal for two weeks by bringing book to library.

5. A book cannot be drawn by a person having one already out of library, and persons not returning books promptly may be refused book for next succeeding six weeks.

6. If a book is not returned or renewed within two weeks a fine of 2 cents per day for five days will be charged. Certificate of membership will be canceled at the end of 5 days or if fine is not promptly paid.

7. School children shall not be allowed to draw more than one book per week.

By Order of the
BOARD OF EDUCATION.

Regulations Governing the Examination and Licensing of Teachers in Sault Ste. Marie, March 2, '95.

RESOLVED, First—That teachers in high school department shall be graduates of some recognized normal school or college, or shall hold a life certificate from the State Board of Education, or shall have such qualifications as the School Board may deem equivalent to the above qualifications.

Second—That teachers in grammar departments (5th, 6th, 7th and 8th grades) shall hold not lower than first grade certificates.

Third—That teachers in primary departments (2nd, 3rd and 4th grades) shall hold not lower than second grade certificates.

Fourth—That teachers of first grades shall have taken not less than eight weeks' kindergarten instruction in an approved school, and shall hold a statement from the conductor of the same, stating that efficient work has been done by said applicant, and shall hold not lower than second grade certificates.

Fifth—That graduation from any high school course approved by the faculty of the Literary Department of the University of Michigan, or by the faculty of the Michigan State Normal College, shall be considered satisfactory academic equipment for any position requiring 1st or 2nd grade certificate; and that acting as cadet teacher for five months and presenting to examining board a written review or thesis on each of three books upon the Theory and Art of Teaching may be accepted as satisfactory professional equipment for second grade certificate.

Sixth—That in filling vacancies, candidates who

have graduated from Sault Ste. Marie High school shall be given the preference, other things being equal.

Seventh—That city examinations shall be held on Tuesday and Wednesday of spring vacation. These examinations shall be conducted by the County Commissioner of Schools, President of School Board and Superintendent of City Schools, who shall use questions of equivalent standard to those prepared by the State Department of Education for 1st and 2nd grade certificates; especial consideration shall be given to each candidate's professional equipment. Professional equipment shall include; 1, Interest and Sympathy; 2, Discipline; 3, Instruction; 4, Progressiveness; 5, Hygiene and Aesthetics; 6, Music and Calisthenics; 7, Presence and Manner; 8, Promptness.

Eighth—That first grade certificates granted by said committee on examination shall be accepted for five years, with privilege of renewal as stated below; that second grade certificate shall be accepted for two years with privileges of renewal as stated below.

Ninth—That certificates of renewal of the city certificates may be granted to teachers who make written application for same accompanied by written evidence and statement showing the manner in which said teachers have evinced a decided interest in their academic and professional equipment as shown by their attendance at summer schools and teachers' institutes, reading educational books and journals, pursuing an advanced line of reading, visiting schools or using other means of general culture and professional development. Above written application, evidence and statement shall be presented to examining board at least two weeks prior to annual city examination.

Tenth—That all teachers shall present to Superintendent of schools written or printed evidence of their qualification each year before beginning to teach, WHICH EVIDENCE SHALL INCLUDE A RECEIPT FOR INSTITUTE FEES, DIPLOMA, KINDERGARTEN STATEMENT OR TEACHERS' CERTIFICATE, AS CASE MAY REQUIRE.

Eleventh—That these resolutions shall go into immediate effect and teachers will be hired hereafter with these regulations in view. All teachers must have proper certificates before signing their contracts for ensuing year.

Twelfth—That all previous regulations relating to the above matters are hereby rescinded.

R. N. ADAMS,
T. R. EASTERDAY,
E. E. FERGUSON,

Committee

Board of Education:—

R. N. ADAMS, Moderator.
JAMES T. MOORE, Director.
FRANK P. SULLIVAN, Treasurer.
T. R. EASTERDAY,
MRS. P. T. MCKINNEY.

ALUMNI OF THE SAULT STE. MARIE HIGH SCHOOL.

The following list may perhaps contain errors in the occupation and present address of a few of the alumni. Any corrections will be gratefully accepted by the superintendent.

1885.

Lillie Joseph, Bookkeeper.....Cleveland, Ohio

1887.

Frank T. Trempe, Bookkeeper.....
Lake Superior Power Co.
 Minnie O. Trempe, at Home.....Sault Ste. Marie
 Ella J. Carleton (Barnheisel)Sault Ste. Marie
 *Wm. Danskin.....
 Jas. W. Smith, lawyer.....Detroit
 Harry W. Clark, Cashier of Bank..Tonawanda, N. Y.
 Rachael Gowan (Drake).....Newmarket, Alabama
 Edward Spaulding, Dentist..... ..Detroit, Mich.
 Cora Cummings (Johnson).....Sault Ste. Marie

1888.

Florence Mead (Ainsworth).....Sault Ste. Marie
 Stanhope J. Henton, Lawyer....San Francisco, Cal.
 Carrie J. McNaughton (Ayres)....Tuscaloosa, Ala.
 Annie Johnson (Hershey).....Massey, Ont.
 Raymond Empson, Lawyer.....Gladstone
 Jennie Vanderhook (Ross).....Sault Ste. Marie
 Annie J. Trempe, Teacher.....Sault Ste. Marie
 Wilfred Rains, Lawyer.....Sault Ste. Marie
 Edward Trempe, Pharmacist.....Alpena, Mich.

Wm. Bacon, Druggist.....Sault Ste. Marie
1889.

Sarah Gardiner, Music Teacher.....Detroit, Mich
Harry McNaughton, Gov. Inspector.Sault Ste. Marie
Jessie Blue (McDonald).....Sault Ste. Marie
Anna F. Greene, At Home.....Sault Ste. Marie

1890.

Herbert Adams, Insurance and Real Estate....Sault
John Doench, Merchant.....Sault
Cora B. McMahon (Thomas).....Sault
Ada R. Rains, Teacher.....Sault
Lydia J. Stonehouse (Blain).....Sault
Henriette I. Scranton, At Home.....Sault
Myra Trempe (Pence).....Chicago, Ill.
Emma McMahon, Bookkeeper.....Detroit, Mich
Eva Sweatt (Treoger).....Hillsdale, Mich

1892.

Winifred Allen, Teacher.....Chippewa County
Merlin L. Wiley, Student U. of M.....Ann Arbor
Adeline Doench (Black).....Big Rapids, Mich
Merlin L. Wiley, Student U. of M.....Adrian
Sara Webster, Teacher.....Sault

1894.

Verne M. Danskin, Minister.....Drummond Island
Edward J. Riordan, Government Work.....Sault
Marguerite Campbell, Bookkeeper.....Sault
Mae Gowan (Hotten).....Sault
Ella Jamison (Cox).....Hancock, Mich.
Caroline McEvoy, Musician.....Sault
Alfred D. Trempe.....Chicago, Ill.
Clara J. Lake, Teacher.....Sault
Theresa Campbell, Teacher.....Chippewa Co.
Margaret Pullar, Teacher.....Sault

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Clara J. Lake, Teacher.....Sault
Theresa Campbell, Teacher.....Chippewa Co.
Margaret Pullar, Teacher.....Sault

1895.

Maude Howie (De Young).....Sault
Leo P. Cook, Reporter.....Sault
Arthur Williams, reporter.....Sault

Lottie Lawson, Teacher.....Sault
Fannie Rains (Conrick).....Sault
Wellington Roberts, Civil Engineer.....Sault
Herbert Runnels, Attorney.....Sault

1896.

John Adams, Pharmacist.....Detroit
George McNaughton, Civil Engineer.....Chicago
Laurie Brown, Attorney.....Sault
Estella McLeod (Bayliss).....Chippewa Co.
Kate Ross, Teacher.....Chippewa Co.
Martha Boulger, Student M. S. N. C.....Ypsilanti

1897.

Joe Ermatinger, Reporter.....Houghton
Howard Howie, Student at U. of M.....Ann Arbor
*Henry Gowan.....
Edith Wheeler, At Home.....Detroit
Lena Supe, Student at U. of M.....Ann Arbor
Mae Desenberg, At Home.....Sault
Adah Trempe, With L. S. P. Co.....Sault

1898.

Gertrude Adams, Student at U. of M.....Ann Arbor
Gertrude Colwell, At Home.....Sault
Edward Lacey, At Home.....Sault
Maude McKee (Nimmo).....Sault
James Lake, Principal of School.....Brimley, Mich.
Lottie Ferris, Teacher.....Chippewa Co.
James Brown, Student at U. of M.....Ann Arbor
Belle Danforth, Teacher.....California
Jennie Scanlan, Teacher.....Sault
Anna Floyd, At Home.....Holland
George Emms, Clerk in Postoffice.....Sault
Belle McKechnie, Amanuensis.....Sault
Addie Ferguson, Merchant.....Sault

1899.

Adelaide Pease, At Home.....Sault
Alfred Bailey, Student at College of Mines.....Houghton
Jessie Cook, Bookkeeper.....Sault
Nora McKee, Student at U. of M.....Ann Arbor

Bessie Blackburn, Pharmacist.....Washington
Helen Ripley, At Home.....Sault
Sylvester Boulger, Student at U. of M....Ann Arbor
Martha Gowan, Bookkeeper.....Sault
*Mable Ireland.....
Mabell Runnels, Student at Conservatory....Boston
Aubrey Harrison, Student at U. of M....Ann Arbor
Alice Watson, Teacher.....Sault

1900.

Gertrude Sharpe, Teacher.....Sault
Gertrude Pickford, At Home.....Washington
George Beadle, Student at U. of M.....Ann Arbor
Mable Kelly, Amanuensis.....Sault
Ina Gilray, Teacher.....Sault
Bessie Danskin, At Home.....Sault
Katie Doench, Teacher.....Chippewa Co.
Mortie Desenberg, With Prenzlauer Bros.....Sault
Maurice Wheeler, Student at U. of M....Ann Arbor
Leah Frederick, Bookkeeper.....Sault
Pearl Howie, Teacher.....Sault
Ethel McDonald, Studen M. S. N. C.....Ypsilanti
Margaret Jones, Teacher.....Brimley
Marion Bishop, At Home.....Sault
Archie Calder, At Home.....Sault

1901.

Clement Adams, Student Mining School...Houghton
John Aldrich, Teacher.....Chippewa Co.
May Bailey, Student.....Toronto
Benjamin Btinbridge, Student at M. A. C.....
.....Lansing, Mich.
Olive Colwell, At Home.....Sault
Guy Kemp, Student, Cascadilla School..Ithaca, N. Y.
Oscar McEwen, Lumbering.....Canada
Edna McIlhargie, Teacher.....Chippewa Co.
Kate McKenzie, Student M. S. N. C.....Ypsilanti
Edith McLaren, Student.....Marquette
Eva Ripley, Student U. of M.....Ann Arbor
Richard Ryan, Student U. of M.....Ann Arbor

- Olive Swart, Cashier.....City
1902.
Ada Mackie, Will Teach.....Chippewa Co.
Stuart TenEyck, Will Attend Mining School....
.....Houghton
Belle Jamison, Will Teach.....Chippewa Co.
Blanche Ableson, Will Teach.....Chippewa Co.
Mary Holmes, Teaching.....Chippewa Co.
Zenana Guck, Will Teach.....Chippewa Co.
Lucile Fleming, Will Attend U. of M.....Ann Arbor
Evelyn Crawford, Will Teach.....Chippewa Co.
Eloise Spalding, Will Teach.....Chippewa Co.
Mable Royce, Will Teach.....Chippewa Co.
Eula Ableson, At Home.....City
Charles Stuart, Will Attend U. of M.....Ann Arbor
Otto Ruchle, At Home.....City
Thomas Moran, Will Attend U. of M.....Ann Arbor
David Klinglund, Will Attend College of Mines..
.....Houghton..
Lillian Adams, Will Attend School.....
Wilnot Boulger, Will Attend School.....
*Deceased.

