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Schools - V.F.*

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PUBLIC SCHOOLS

Union City, Michigan.

1908.







CITY SCHOOL BUILDING.

MANUAL AND COURSE OF STUDY
OF THE
UNION CITY SCHOOLS
UNION CITY, MICHIGAN.

1908.

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PREFACE.

This Manual is prepared by the Superintendent in compliance with the instructions of the Board of Education. The purpose has been to plan a course of study for the grades and high school, to set forth the organization of the school, including the rules and regulations for the same, and to put into tangible form other matters of information that may prove interesting to the public and helpful to the teachers and pupils.

In the preparation of this work the Superintendent has referred freely to the best school manuals of Michigan and Indiana.

TEACHERS 1908-1909.

HIGH SCHOOL.

JOHN B. GOWER, Superintendent	-	-	-	History
EDWARD M. STEIMLE	-			Physical Science and Mathematics
JOSEPHINE C. MIRFIELD	-	-	-	English
LOUISE ARNOLD	-	-	-	Latin and German
VEDA R. WYKOFF	-	-		Natural Science and Mathematics

SPECIAL.

MABEL A. PATTERSON	-	-	-	Music and Drawing
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GRADES.

NORA R. BRAUN	-	-	-	6th and 7th Grade
ETHEL M. REED	-	-	-	5th Grade
RUTH A. SHARKEY	-	-	-	4th Grade
LILLA GALUSHA	-	-	-	3rd Grade
ZOA L. SCHNOOR	-	-	-	2nd Grade
IMOGENE WELCH	-	-	-	1st Grade
WINNIFRED HALL	-	-	-	Kindergarten

THE COURSE OF STUDY.

A course of study is not a measuring device by which a pupil's scholastic attainments are estimated. It is more than a series of cross sections of subject matter equal in number to the years or semesters constituting the child's theoretical school life. It is a series of adjustments of subject matter to the growing life and needs of the individual.

Ideally constructed, no lines of demarcation would appear in a course of study, suggestive of transition from one stage of development to another. There are no marks indicative of sudden changes in the growth of a child. Rapidly or slowly, he moves steadily in the direction of his ultimate goal.

In our school economy, grades are necessary. How to organize the subject matter of the grades so there will be no serious shock experienced by the pupil as he passes from one grade to another is the problem. A little careful anticipation of this need on the part of teachers will do much to overcome what the organization of the course can not easily prevent.

It should be remembered that the printed course is for the teachers. They should become familiar with it, and should strive to get into its spirit. The introductions preceding the subjects are intended as "view points," and it is hoped that they may be of some assistance in the presentation of the work as outlined.

KINDERGARTEN COURSE OF STUDY.

1. MORAL TRAINING.

- a. Appropriate conversations, pictures, stories and songs.
- b. Punctuality and cleanliness enforced.
- c. Politeness and kindness suggested.
- d. Observations of holidays and birthdays, interest in school flag, etc. leading to patriotism.

2. PHYSICAL TRAINING.

- a. Marching, skipping, running, flying, galloping to music.
- b. Simple gymnastic movements, deep breathing, etc.
- c. Movements of workmen, animals, etc.
- d. Finger plays.
- e. Ball games, rolling, bouncing, throwing and catching.
- f. Games for motor control.
- g. Free play at recess.

3. NATURE INTERESTS.

- a. Observation of the sun, moon, stars, sky, clouds, rain, snow, sunset, rainbow, shadows, length of days, seasons, etc.
- b. Habits of animals studied. Care of caterpillar, its cocoon. The butterfly, moth, flies, ants and bees.
- c. Naming and sorting seeds.
- d. Observing nests and homes of animals.
- e. Nature walks and excursions.

4. LANGUAGE.

- a. Stories and conversation regarding home life, cleanliness and health, animals, plants, weather, seasons, holidays, etc.
- b. Memorizing songs and verses.
- c. Reproducing simple stories.
- d. Practice in distinct enunciation—a few phonic elements.
- e. Efforts to enlarge the vocabulary.

5. NUMBER AND FORM.

- a. Counting children, blocks, splints, tablets, chairs, etc.
- b. Measuring sticks, edges of cubes and squares.
- c. Naming simple combinations in eight, using objects.
- d. Groups of twos, threes, and fours in weaving.
- N. B. All merely incidental not formal.

6. MUSIC.

- a. Marching, also responding in movement to various rhythms.
- b. Singing and clapping, bounding balls, etc.

7. HAND WORK.

- a. Building with blocks (2nd, 3rd, 4th, 5th and 6th gifts and Hennesey blocks for co-operative work.
- b. Modeling in clay and sand.
- c. Designing and outlining with tablets, sticks, rings and seeds.
- d. Drawing—illustrative.
- e. Painting—Natural objects.
- f. Weaving—mats, cloth and raffia.
- g. Sewing—familiar objects and forms.
- h. Paper folding—simple forms developed from squares, oblongs, and circles.
- i. Paper cutting and mounting—free and illustrative.
- j. Construction from cardboard—simple forms and objects of interest to children.

READING.

Reading stands first in a course of study because it furnishes the key that unlocks the door to every other subject.

Some of the objects of teaching Reading:

FIRST—To gain power in understanding or comprehending the thought of the printed page.

SECOND—To teach a child in the lower grades to recognize in print, the words and sentences which he already knows as sounds.

THIRD—To train the voice and break up slovenly and careless speech by regular and spirited exercises incidental to the reading lesson.

FOURTH—To cultivate the feelings and emotions—the spiritual nature of the child.

FIFTH—To cultivate an abiding taste for good literature.

In an ideal lesson these objects should all be present to a degree; but one should dominate.

MEMORIZING.

Children should be taught in every grade to memorize choice selections from prose and poetry. Such selections should be repeated again and again that they may eventually become a part of the thought life of the child.

A most excellent collection for memorizing is found in the *Child's Calendar Beautiful*, by Miss Katheryn Beesom, published by The Burt-Terry-Wilson Co., Lafayette, Ind.

PHONICS.

The work in Phonics should follow the general plan outlined in the *Manual of Instruction* accompanying the Ward Rational Method in Reading, published by Silver Burdett & Co.

FIRST GRADE.

TEXT—Cyr's Primer and Cyr's First Reader. Supplementary Readers are: The Art Literature Readers Book I, by Grover Atkinson, Mentzer and Grover. The Finch First Reader, Ginn & Co. The Thought Reader Book I, Maude Summers, Ginn & Co. New Education Reader Book I, Demarest & VanSickle, Am. Book Co.

The first few weeks in Reading should be largely work from the board involving words and sentences from the first lesson in the Reader. It is suggested that the teacher take up the childrens' readers on the first day of school and keep them until ready to begin work in the book.

SECOND GRADE.

TEXT—Cyr's Second Reader completed. Supplementary texts available are: *Stepping Stones to Literature* by Arnold Gilbert, Silver Burdett & Co., *Jones Reader Book II*, Ginn & Co., *Art Literature Reader Book II*, Frances Chutter, Atkinson Mentzer & Grover.

THIRD GRADE.

TEXT—Cyr's Third Reader. Supplementary texts available are: *Jones Reader No. III*, Ginn & Co., *Stepping Stones to Literature*.

In the third year the pupil is expected to be more independent in his work. Heretofore he has been learning to read; now he should commence reading to learn. He should be required to work out the pronunciation of most of the words for himself. The more difficult words, however, should be placed upon the board with the division into syllables.

Continue the work on phonics through the entire year.

FOURTH GRADE.

TEXT—Cyr's Fourth Reader to page 202. Supplementary texts available are: Stepping Stones to Literature. Jones' Reader No. IV. Seven Little Sisters, by Andrews, Peabody, Ginn & Co. Grandfather's Stories, by Johonnet. Am. Book Co.

FIFTH GRADE.

TEXT—Cyr's Fourth Reader completed. Supplementary texts available are: Jones' Reader, Book V. Ginn & Co. Geographical Readers by Carpenter, Am. Book Co. Kingsley's Water Babies, Stickney, Ginn, Heath & Co. Daffydowndilly, Hawthorne, Pub. by Houghton, Mifflin & Co.

Use more carefully the dictionary. Teach the markings and their uses. If possible each child should own a good dictionary. Do as much standard supplementary reading as possible.

SIXTH GRADE.

TEXT—Cyr's Fifth Reader to page 187. Supplementary texts available are: Our World Reader No. I, Hall, Ginn & Co. Reader for Fifth Grades, Arnold & Gilbert, Silver Burdett Co. Stories of our Country, Johonnet, Am. Book Co.

The reading of this year should be of such a nature as to stimulate a desire on the part of the pupil to know more of the great masterpieces and their authors. Encourage memory work.

SEVENTH GRADE.

TEXT—Cyr's Fifth Reader Completed.

Pupils in the seventh grade should have very little trouble with the formal side of reading. The greater part of their time should be given to the literary phases of the reading work. Consider biography more completely than that in the text. The literal and applied meaning of words should receive special attention. Individual and class reading of additional selections from some author with abstracts prepared and read in class. Committing gems of thought and giving lists of words.

EIGHTH GRADE.

TEXT—Literary Reading for Advanced Pupils, by Prof. Chas. M. Currey, Rand McNally & Co.

SPELLING.

TEXT—The Descriptive Speller, Aiton.

See Spelling book for an outline of the course in spelling.

PENMANSHIP.

In the first and second grades practice paper is furnished by the school. In the other grades the pupils will use Practical Public School Tablets, No. 3, Longwell & Cummings, Logansport, Ind.

The two things aimed at in the teaching of writing are legibility and speed. Pupils should be taught the script form of words from the very first. In the first and second grades the work should be entirely with lead pencils, pen and ink being taken up for the first time in the third grade.

Aim at uniformity rather than any degree of slant. All exercises and copies should be first placed on board by the teacher; at the same time any necessary explanations and directions should be given. Standard copies will be furnished teachers at the beginning of the year.

Correct position should be insisted upon and small cramped writing prohibited at all times.

Both capital and small letters should be placed along the top of the blackboard at opening of school and KEPT THERE.

LANGUAGE AND GRAMMAR.

No text book is used in the study of Language, till the fourth year. However, language work begins the day the child enters school. Indeed, every lesson is a language lesson and good English spoken and written must be constantly demanded. ***The teacher should absolutely refuse to countenance any poor expressions written or spoken. The English of every paper that is produced upon any subject should receive the closest attention and criticism. The oral expression in every recitation should be concise and correct.***

In Language work proper, close construction work should be done. Here, as elsewhere, the life experiences of the pupil must be considered. Language is the expression of thought. There must be some thought to express before one can express it. The work in language has gotten too far away from home sometimes. The subject for Language work must be taken out of the lives, the daily experiences of the children. The things they have done are the things they can tell about. From the sequence of action they will get the sequence of expression. With the common, everyday experiences, as the subjects, there are infinite possibilities in Language teaching.

 WRITTEN WORK.

The value of Written Work can not be overestimated. Frequent use should be made of it for recitations, reviews and examinations. In the recitation it will serve to present the independent thoughts of each individual and it will give splendid training in English. In review it will reveal the powers of organization and expression. To be of value every paper handed in should be carefully gone over by the teacher with corrections and suggestions for improvement. Indeed, written work is worse than worthless if this is not done. And then the examination has its place, and it is important, not that its importance should be exaggerated, or that it should be held over the pupils as a menace or threat, or that very great stress should be put upon it as a basis of promotion. But it has a place in school work, and if given under right conditions there will be no dread. Written work which is to serve as a test should seldom, if ever, be an-

nounced beforehand. It is a part of education to learn to meet the conditions that confront us. In life the problems are not generally posted.

FIRST, SECOND AND THIRD GRADES.

The language work of the first three years may be taken largely from the work in Reading, Nature Study, etc. Encourage pupils to talk freely. Correct errors they make. Lead them to use few connectives. Teach them to feel the sentence as the unit of spoken and written language. Tell them good simple stories and then by question lead them to repeat same; first in parts then as a whole. Suitable brief selections should be committed to memory. Stories suggested by pictures may be told.

FOURTH GRADE.

TEXT—Language Lessons From Literature, Book I. Webster-Cooley. Complete text to Chapter.

FIFTH GRADE.

TEXT—Same as Fourth Year. Complete Book.

SIXTH GRADE.

TEXT—Language, Grammar and Literature. Book II. Webster-Cooley. Complete text to Grammar. Part I.

SEVENTH GRADE.

Complete Grammar. Part I.

EIGHTH GRADE.

Complete Book.

ARITHMETIC.

The main objects in the study of Arithmetic are: the ability to think numbers; skill, rapidity, and accuracy in the use of numbers required in ordinary business transactions; and the development of power in the application of the processes to the solution of all classes of problems.

The teacher must teach the subject rather than the text book and she must adjust the text to the conditions that exist in the school. All exercises and problems should be made as practical as possible. Oral and sight work should have special emphasis in all grades.

SECOND GRADE.

TEXT—Walsh's New Primary Arithmetic, in the hands of the teacher only. Complete Chap. I.

THIRD GRADE.

TEXT—New Primary Arithmetic in hands of pupils. First half year, Chapter II. Second half year, Chapter III.

FOURTH GRADE.

TEXT—New Primary Arithmetic. First half year, Chapter IV. Second half year, Chapter V.

FIFTH GRADE.

Teachers of Arithmetic in the fifth, sixth, seventh and eighth grades before commencing the year's work should read carefully the Introduction and "Suggestions to Teachers" contained in Part I of Walsh's New Grammar School Arithmetic.

TEXT—Walsh's New Grammar School Arithmetic, Part I. First half year, Chapter I. Second half year, Chapter II.

SIXTH GRADE.

TEXT—Walsh's New Grammar School Arithmetic, Part I. First half year, Chapter III. Second half year, Chapter IV.

SEVENTH GRADE.

TEXT—Walsh's New Grammar School Arithmetic, Part II. Chapter V.

EIGHTH GRADE.

TEXT—Walsh's New Grammar School Arithmetic, Part II. Chapters VI and VII.

GEOGRAPHY.

FIRST GRADE.

Nature work, involving familiar forms of plant and animal life found in the community. Excursions to woods and fields. Changed appearance of nature in autumn, winter and spring. Domestic animals, grains and fruits—their use. Familiar occupations. Stories about people of other lands. Distance, direction, points of compass. Appropriate games. Weather record.

SECOND GRADE.

Nature work, continuing the work on animals and plants, with special reference to life, food, protection, use to man, etc. Study of environments introduced. Appearance and disappearance of animals and birds. Treatment of animals and birds. "Children's Animals and Pets"—Hodge, pages 33-34. Physical forms found in locality. Most apparent results of river action. Work on common occupations continued. Excursions to fields, woods and shops. How man has used the river for his own good. How he has overcome it as a barrier. Difference between maps and pictures. Maps of schoolroom, first floor of school building, grounds, etc. Drill on direction and location. Geographical games. Suitable stories of places, or people read or told. Weather chart.

THIRD GRADE.

Nature work. Our common birds, their domestication, taming and feeding; see Hodge's *Nature Study and Life*, pages 305-367. Autumn study—gardens, orchards, fields. Grains and vegetables produced in this country. Roads, bridges, local commerce, etc. Study of St. Joe River. Long's *Home Geography*, pages 50-86. Winter study—Building material: varieties used in construction of buildings in vicinity, sources, etc. Lessons on "Things Found in the Earth," Long, pages 127-141. Spring study—Food products, domestic and foreign. Study of places whence food products come. Home government—Town, County and principal State officers. Map drawing—Simple plat of town and township; map of county and state. See Long 42-46. "Seven Little Sisters" may be read and discussed.

FOURTH GRADE.

TEXT—Frye's *Elements of Geography*.

The text in geography is first placed in the hands of the pupils in the fourth year. Previous to this time, however, much geographical knowledge has been acquired incidentally. The pupil knows space and time relations. He has made maps of floors, yards and fields to scale. He knows direction and how to indicate it. He knows division of time as indicated by nature in the seasons and night and day. He knows many of the earth forms and is fairly well equipped to begin intelligent study of geography. Much stress is placed upon the use of the neighborhood for developing geographical knowledge. There is no better subject to adjust the life of the child to the life of the community.

Complete text to page 81.

FIFTH GRADE.

TEXT—Frye's *Elements of Geography*. Complete Book.

SIXTH GRADE.

TEXT—Frye's *Grammar School Geography* (Michigan and Wisconsin Edition.) Complete text to page 137.

SEVENTH GRADE.

TEXT—Same as Sixth Grade. Complete Book.

HISTORY AND CIVICS.

The change, the movement, the progress which occurs in the life of a people is that people's history. The direction of this historic movement is not that of a circle. History only SEEMS to repeat itself. It is an on-going upward movement more like a spiral than a circle.

The history of the race originates with the family. Out of the primitive home sprang those forces that through the ages have been lifting man to a higher level. The mind of man seems to be the great force ever pressing onward and upward. In the earlier periods of historic progress it seems as if the chief factor in determining the direction of the progress was physical environment but in modern times mind has won many victories over geography.

The purpose of teaching history should be to lead the child to a broader view of the historic movement so that he may see many civilizations, many stages of growth and be able to compare and contrast one with another and get a glimpse of the struggles and trials of men in their efforts to lift humanity to a higher standard of living, that they may have better clothing, better shelter, better education and better morals and manners. The pupils should be led to see that all they have and all that they enjoy has been secured by men and women, who made sacrifices for the good of mankind. Out of the realization of these things will come a keener sense of duty, a higher patriotism and better morals; for let it ever be kept in mind that the chief aim in teaching history is character development. To accomplish this both the method of presentation and the material presented should be carefully graded to the child's capacity and stage of development. The child must first, through story and episode, and picture, and biography, and personal experience, and observation, grasp the simple ideas of man's life. He can run a race with a Greek boy, go to the Forum with the Roman boy, sail the Spanish main with the sixteenth century sea-captain, see the cocked hats and flint locks

of the Continental soldier and spend a winter with him at Valley Forge.—All of this will gradually grow into his thought and feeling. At first he will see but dimly the march of the ages and the continuity of historic time, but if through skillful guidance by the teacher, HE HAS THOUGHT AND FELT, more or less clearly, the GREAT UNITY of MAN'S HISTORY, bound together in time and in cause and effect, he will have planted within his own soul a force that will impel him onward to better things.

The material for the history work in the lower grades will be largely biographical in its nature and presented in the form of story. History is the most humane of all school subjects and if the teacher will only bring out that human element in her presentation of the material she will have little trouble in securing results.

Whenever possible history should be correlated with the geography and never fail to bring out the influence of geography on historical progress. Constantly compare the past and the present, that by contrast the child may comprehend each more clearly. It should be necessary to add that the teacher should secure a few good books on the period studied and thoroughly prepare herself that she may bring enthusiasm and knowledge to her pupils.

FIRST GRADE.

REFERENCES—Pictures of Indian Life found in calendars, railroad circulars and general advertising booklets.

BOOKS—Old Indian Legends, Zitkala-Sa, Ginn & Co.; Stories of Pioneer Life, Florence Bass, D. C., Heath & Co.; Great Americans for Little Americans, Egglestons, Am. Book Co.

PRIMITIVE LIFE— I. Local study; arrow heads, beadwork, moccasins, pottery and other Indian Relics. Study local geography, and find conditions that probably induced Indians to live here.

II. Manner of Living.

1. Food and clothing.
2. Houses and furniture.
3. Modes of travel and communication.
4. Occupation.
5. Amusements (Games, etc.)
6. Education (What was taught and how.)

7. Religion (What was worshiped and how.)

PIONEER LIFE.

I. Local Study.

What became of Indians in locality?

What induced early whites to settle here?

II. Manner of Living.

1. Food and clothing.
2. Houses and furniture.
3. Modes of travel and communication.
4. Occupations.
5. Amusements.
6. Education.
7. Churches.

Extend study of pioneer life to other localities.

Study individual pioneers as, first Governor of Boston, Penn, Stark, Boone, Clark, Frances Slocum, etc.

SECOND GRADE.

REFERENCES—Same as for First Year.

I. Great Americans.

Extend study of individual pioneers to that of other great Americans, e. g. Washington, Jefferson, Lincoln, Franklin, Longfellow, Webster, etc.

II. Norse Life.

References—Old Norse Stories, Bradish, Am. Book Co. Asgard Stories, Foster and Cummings, Silver Burdette and Co. Norse Stories, Mabie, Rand McNally & Co.

Bring out the idea of a foreign land across the sea, through foreign children or a foreign family in the community. Suggest that the ancestors (great great great grandfathers) of the pioneers lived across the sea away up in the cold north.

Study the following stories with respect to the Norse people: Iduna, Frey Skodi, Thrym, Aegir's Feast and Balder.

Study Norse life and Norse heroes, bringing out points as in study of Indian and Pioneer life.

THIRD GRADE.

I. HEBREW LIFE.

References—Old Stories of the East, Baldwin, Am. Book Co. The Story of The Chosen People, Guerber, Am. Book Co. Stories from the Hebrews, Heemans, Silver Burdette Co. The Old Testament.

II. GREEK LIFE.

References—Old Greek Stories, Baldwin, Am. Book Co. Myths of old Greece, Adams, Am. Book Co.

- a. Greek Gods as Jupiter, Perseus, Hercules, etc.
- b. Great Greeks as Solon, Leonidas, Demosthenes, etc.

FOURTH GRADE.

STORIES FROM ROMAN HISTORY.

References—"City of Seven Hills," Scott, Foresman & Co.

This year's work should continue to be "stories" rather than "history" in the proper sense.

FIFTH GRADE.

Gordy's American Leaders and Heroes, Scribners.

SIXTH GRADE.

Mowry's First Steps in the History of England, Silver Burdett & Company.

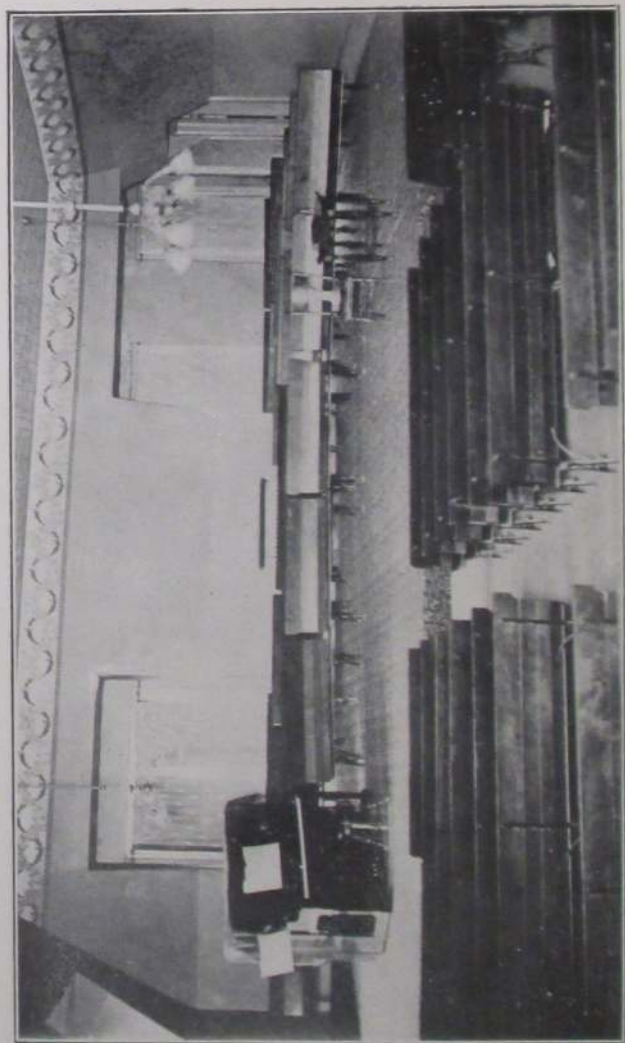
SEVENTH GRADE.

Thomas', A History of the United States. Finish text to Chap. XV, page 330.

EIGHTH GRADE.

First half year, complete text. Second half year, The Community and the Citizen, Dunn, D. C. Heath & Co.





PORTION OF CHAPEL.

PHYSIOLOGY AND HYGIENE.

The purpose of teaching physiology and hygiene in the grammar grades is an eminently practical one and if the instruction is rightly given, its results should affect beneficially the child, the home and the community. The aim should be to inspire the pupil with an appreciation of the sanctity of the human body and with a desire to realize its highest possibilities. This can be done only by leading the pupil to understand the laws of health and to form right habits of living. It is becoming increasingly evident that many of the evils of civilized life and many of its diseases are wholly avoidable if people but understand how to meet them and appreciate the importance of this knowledge.

The subject can not fail to be interesting if the teacher keeps before the pupil's mind the fact that he is learning *HOW TO LIVE*. The difficult problem is to incite him to put his knowledge into practice; the test of the efficiency of teaching is this: To what degree do pupils observe the simple laws of health which they have learned? No other subject gives more immediate opportunity for judging the value and result of schoolroom instruction.

In the primary grades it is highly important that the subject of hygiene be given its full complement of attention. At least two lessons per week should be given below the Seventh. The following topics are suggested: Correct habits of sitting, standing, walking, breathing, eating, sleeping, ventilation, bathing, care of eyes, ears, etc. Bones and their uses. Emergency treatments. Food—kinds, amount, purpose, etc. Cleanliness of person and environment. Clothing. Evil *EFFECTS of ALCOHOL and NARCOTICS.*

SEVENTH GRADE.

TEXT—Our Bodies and How We Live (revised). Blaisdell. Complete text.

EIGHTH GRADE.

TEXT—Overton. Complete text. As the regular science teacher has charge of this work, much of it can be illustrated by laboratory experiments.

MUSIC.

1. In all exercises there should be an easy erect position of the body. (sit tall with both feet on the floor.) Tones light, not too loud, free from harsh sounds, and rhythm well marked. Clear enunciation.

2. Room should be free from impure air and dust. Lesson is worthless unless attention of all is obtained.

3. General order of exercises should be as follows:

- I. Vocal drills. (a) Drill on modulation from chart and book. (b) Oral dictation.
- II. Ear training (oral and written.)
- III. Chart drill. Any new idea must be presented orally before shown on the chart. Apply this idea in exercises and songs.
- IV. Use songs appropriate to the season. Care should be taken as to pitch, phrasing, text and general effect of songs. Frequent drill on old and patriotic songs.

 FIRST GRADE.

Rote songs. Vocal Drills. Ear training (oral and written.) Meters 2 2 3. Notes, whole, half and dotted whole. Rests, whole and half. Tone drills on 8, 7, 5, 4 and 1 of the scale. Sight reading from Chart A. From two to three months spent in teaching rote songs, vocal drills and ear training.

 SECOND GRADE.

Rote songs. Note songs. Vocal drills. Ear training (oral and written.) Meters 2-4, 3-4, 4-4, 3-8, 6-8. Notes, quarter, eighth and the tie. Rests, quarter and eighth. Tone drills on 3, 6 and 2 of the scale. Sight reading from Chart B and first half of Primer. Rhythm work. Key and tone relation.

 THIRD GRADE.

Rote and note songs. Vocal drills. Ear training (oral and

written.) Parallel meter. Notes two-eighth, three-eighth, sixteenth. Rest sixteenth. Tone drills on all tones of the scale. Sight reading from Chart C and second half of Primer. Two part work. La scale. Chromatics 4, 7 and 2 sharps. Combination tone drills. Signatures and pitch names.

FOURTH GRADE.

Review. Rote and note songs. Vocal drills. Ear training (oral and written.) Tone drills (combinations.) Sight reading from Chart D and Reader. Two part work and one part work. Normal minor scale. Chromatic 5 sharps. Signatures. Unevenly divided beat. Preparation for harmonic minor.

FIFTH GRADE.

Review. Rote and note songs. Vocal drills. Ear training (oral and written.) Tone drills (combination) (chromatic.) Sight reading from Chart E and Reader. One, two and three part work. Preparation for melodic minor. Chromatic two flat and three flat. Harmonic 1.

SIXTH GRADE.

The same as fifth year with all minor scales. Rote and note songs (sight reading) Chart F and Reader. Vocal drills. Ear training (oral and written.) Tone drills. One, two and three part work. Syncopation. Major and minor thirds contrasted. Parts of chromatic scale. Much rhythm drill. Modulation from major to minor.

SEVENTH GRADE.

Review. Few rote songs. Note songs and sight reading from reader. Vocal drills. Ear training (oral and written.) Development of chromatics. Rhythms and modulation. Little harmony. Perfect, authentic and diminished intervals.

EIGHTH GRADE.

Review. Few rote songs. Note songs and sight reading from Reader. Vocal drills. Ear training. Four part work. Theory of key signatures and clefs. Intervals. All minor scales. Chromatic scale. Scale formation. Transition. Inflection.

DRAWING.

For the drawing work text books will be used as follows:

First grade, Prang's Art Education, Book I; Second grade, Book II; Third grade, Book III; Fourth grade, Book IV; Fifth grade, Book V; Sixth grade, Book VI; Seventh grade, Book VII.

FIRST GRADE.

PURPOSE—Steady the hand—teach form.

Lines: straight and curved.

GENERAL EXERCISES.

- a. Free-arm movement.
- b. Drills on different forms using splints, seeds, clay-modeling, etc.

DRAWING FROM OBJECTS.

- a. Spherical bodies—in color and other mediums.
- b. Squares.

Use simple forms in room such as box, etc.

Let child draw such objects as they look to him.

Paper tearing, cutting and folding.

BOTANICAL DRAWING.

In all mediums use flowers of simple form.

Begin to use brush outline from very first.

SECOND GRADE.

PURPOSE—To train the eye and hand.

Lines— a. Straight, curved, and broken.

b. Vertical, horizontal and oblique.

ILLUSTRATION.

- a. Hold string vertically at blackboard—represent by drawing a line.
- b. Hold string horizontally at blackboard—represent by drawing a line.
- c. From different corners (angles) represent by drawing a line.

GENERAL EXERCISES.

- a. Hold pencil at right angles.
- b. Free arm movement.
- c. Measuring with eye.
- d. Pupils not to learn definitions of forms, but to know them at sight, and be able to name them.

DRAWING FROM OBJECTS.

- a. Sphere and spherical bodies—glove, apples, etc.
- b. Hemisphere—wash basin, half apples, etc.
- c. Cylinder and cylindrical bodies—stove pipe, ball bat, etc.

BOTANICAL DRAWING.

- a. Leaves classified according to geometric figures—name, apex, etc.
- b. Colors of spectrum—simple combinations—tint, shade, hue, etc.

Paper cutting and folding continued.

 THIRD GRADE.

Curves and compound curves applied to forms from nature.

Type forms continued.

Color study more extensive.

Primary } Six positives of spectrum.
 Secondary }

The twelve intermediate lines arranged with reference to the six positives are as follows: Violet-red, orange-red; red-orange, yellow-orange; orange-yellow, green-yellow; yellow-green, blue green; green-blue, violet-blue; blue-violet, red-violet.

DRAWING FROM OBJECTS.

Continue work of previous year, increasing in difficulty.

BOTANICAL DRAWING.

Leaf and flowers; base, apex, margin.

Action drawings.

FOURTH GRADE.

More varied use of curved lines with addition of pictorial drawing.

PICTORIAL DRAWING.

Teach plain, center of vision, eye level, proportion of lines one to another, measurement of lines and distances with the eye—bisection, trisection, quadrisection.

Continue color study—mixing—review drill. Introduce shades—warm, cool; harmony, contrast.

DRAWING FROM OBJECTS.

Use vegetables such as potatoes. Fruits such as bananas.

Develop cone from pyramid.

BOTANICAL DRAWING.

Flower forms continued.

FIFTH GRADE.

Perfect work of previous grades and develop creative faculty.

PICTORIAL DRAWING.

Good review of previous year.

Effect of distance—

- a. As to size.
- b. Horizontal planes—below the eye seem to rise.; above the eye seem to fall.
- c. Foreshortening governed by line of direction.
- d. Convergence.

DRAWING FROM OBJECTS.

Bowl, inkstand, pail, jug, etc.

Pupils originate decorative forms for book covers, etc.

BOTANICAL DRAWING.

Continue flower forms—but increase difficulty in color and form.

Illustration of poems.

SIXTH GRADE.

Review from fifth.

Practice in free hand, circle-cylinder good figure for curve drawing.

Figures—

- a. Front view.
- b. Turned to right.
- c. Turned to left.

Similar drawing of cube both above and below level of the eye.

Working drawings—two dimensions to scale.

DRAWINGS FROM OBJECTS.

Barrel, tea-pot, groups of two, water-tank, etc.

Pictorial sketching out of doors (if possible.)

Trees with and without foliage.

Studies in balance, rhythm, and harmony.

Designs applied to decoration of objects.

Illustrate poems.

Elements of perspective.

Drawings of room interiors, railroad tracks, streets, etc.

Vanishing lines and points to bring out convergence.

SEVENTH GRADE.

Review from sixth.

Drill on free hand movement continued.

DRAWING FROM OBJECTS.

Sketch wagon, shed, school house, pump, etc.

Designing plaids, linoleums, borders, etc.

Balance, rhythm and harmony.

Conventionalize flower forms for covers, etc.

Geometric forms. a. Plane surfaces. b. Solids.

Working drawings—two views.

Pictorial study including studies of great artists and their chief works.

Constructive work in card-board.

Flowers and plants—bring out line of growth.

Illustrate poems.

EIGHTH GRADE.

Continue more difficult studies in perspective and original designing.

Constructive work in card board continued.

Working drawings, three views.

BOTANICAL DRAWING.

Plants and flowers or plants with seeds and berries in enclosing forms.

Landscape composition.

Illustration of poems, texts, etc, continued.

Balance, rhythm and harmony in applied design.



HIGH SCHOOL.

The Union City High School graduated its first Class in the year 1880. Since that time about 302 have been graduated. For a number of years graduates have been admitted to the University of Michigan without examination, and this year our school has been placed on the accredited list of the North Central association. Thus graduates may enter any of the Universities and Colleges of the north central states and states bordering them without examination. This means much to prospective students.

COURSE OF STUDY.

The High School offers a general course of study for all students, yet the student may along with the work required by all, select such other subjects as to specialize in Science, English, History or the Languages.

Nine units of work are required and seven are elective. Sixteen units of work being required for graduation. One study carried on for one year is accounted a units of work. Four studies constitute regular work. A student therefore gains four units of work a year and sixteen in four years.

ADMISSION TO THE HIGH SCHOOL.

Pupils may be admitted to the High School by certificate of promotion from the Grammar School; Common School Diplomas issued by the County Commissioner of Schools; by a teacher's certificate issued by County Board of Examiners; by certificates from other schools and by examinations.

LIBRARY.

The School is supplied with a well selected reference library of nine hundred volumes. Reference work is required of all students. A reading table of the best periodicals is also maintained.

LABORATORIES.

The Laboratories are well equipped with all necessary standard instruments and chemicals.

ATHLETICS.

Competitive Athletics are under the general direction of the Superintendent. No pupil shall be allowed to enter competitive Athletics who is not doing passing work as prescribed by the Interscholastic Rules. No pupils shall be allowed to enter competitive foot ball, unless a written permit, signed by the parent or guardian, be presented to the Director of Athletics, Mr. Steimle.

COURSE OF STUDY.

FIRST YEAR.

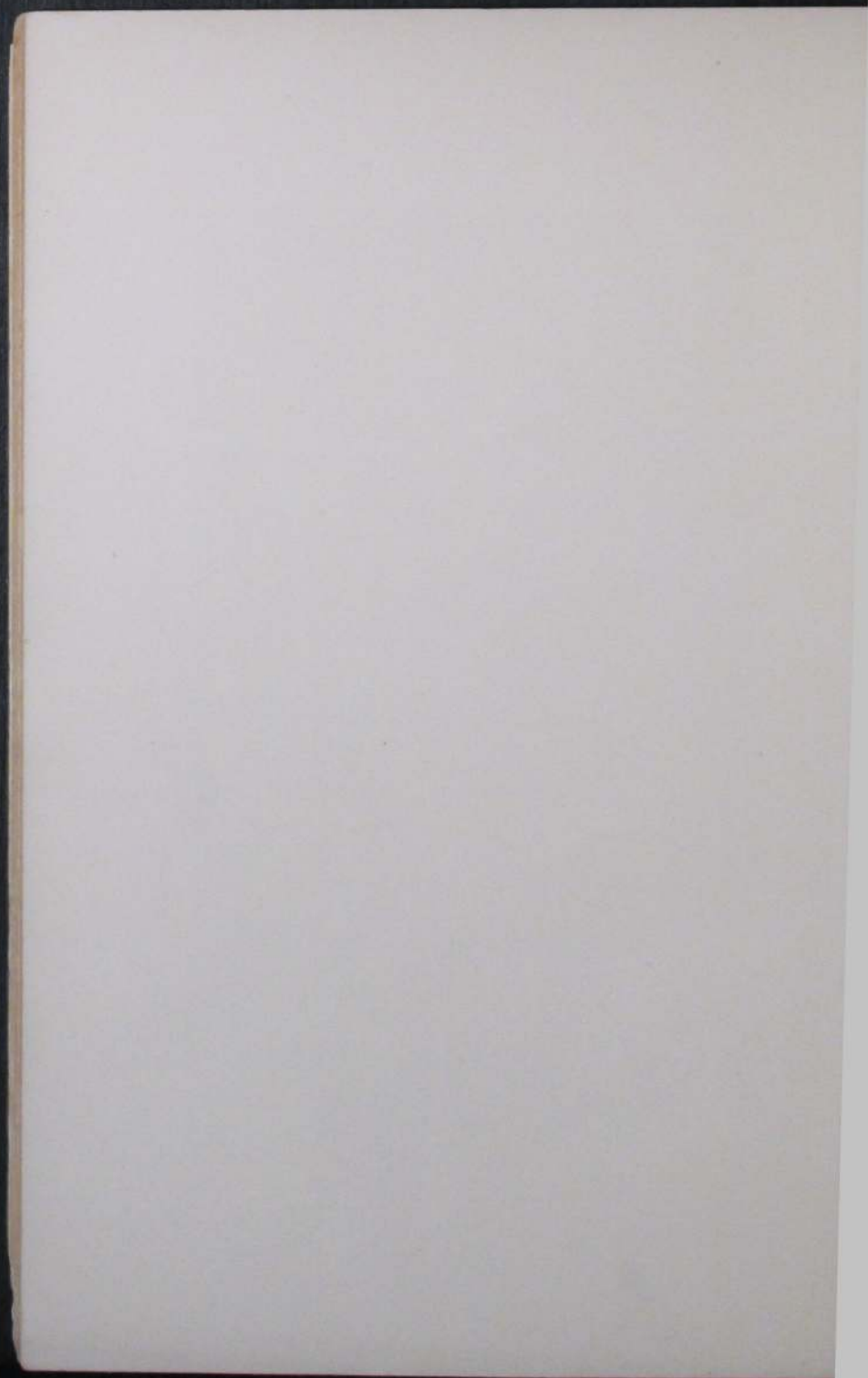
English, R.
Latin.
Algebra, R.
Physical Geography.
Reviews.
Music.
Drawing.

SECOND YEAR.

English, R.
Latin.
Algebra one-half year, R.
Geometry one-half year, R.
Ancient History, R.
Biology.
Music.
Drawing.



CORNER OF CHEMICAL LABORATORY.



THIRD YEAR.

English, R.
 Latin.
 German.
 Geometry, R.
 Chemistry.
 * English History.
 ‡ American History and Civics.
 Music.
 Drawing.

FOURTH YEAR.

English.
 Latin.
 German.
 Physics, R.
 * English History.
 ‡ American History and Civics.
 Music.
 Drawing.

R—Required of all students for graduation.

*—Offered in the year 1908-09 and each alternate year thereafter.

‡—Offered in the year 1909-10 and each alternate year thereafter.

All graduates who expect to enter the University of Michigan will be required to have not less than two units of either Latin or German.

 ENGLISH.

FIRST YEAR.

Composition: Text—Scott and Denney. Selections for study—The Ancient Mariner, The Merchant of Venice, Silas Marner, As You Like It, The Last of the Mohicans.

The emphasis of this year's work is laid upon Composition.

 SECOND YEAR.

Composition-Rhetoric: Text—Scott and Denney. Selections for study—Silas Marner, Hamlet, The Deserted Village, Julius Caesar, House of Seven Gables.

The emphasis of this year's work is laid upon Rhetoric.

 THIRD YEAR.

Composition, Rhetoric, Literature, English Literature: Text—Halleck. Selection for study—Macbeth, Lycidas, Comus, L'Allegro, Il Penseroso, The Two Voices, Conciliation of the Colonies, Idylls.

FOURTH YEAR.

Composition, Rhetoric, Literature, American Literature: Text—Hawthorne and Lemmon. Selections for study—In addition to the above text, various other selections will be read.

The emphasis of the third and fourth years' work is laid upon the historical development of literature, and upon the reading and interpretation of selections with the aim to give the student the criteria necessary for estimating books. The written work includes essays and formal themes.

SUPPLEMENTARY READING.

Students throughout the English courses are required to read a number of books each year. Reports on these books are required.

FIRST YEAR.

Little Men, Louise M. Alcott.	Marmion, Scott.
Little Women, Louise M. Alcott.	Swiss Family Robinson, Wyss.
Cricket on the Hearth, Dickens.	Huckleberry Finn, Twain.
Pilgrims' Progress, Bunyan.	Robinson Crusoe, Defoe.
Gulliver's Travels, Swift.	Being a Boy, Warner.
Uncle Tom's Cabin, Stowe.	Tales From Shakespeare, Lamb.
Autobiography of Franklin.	The Lamplighter, Cummins.
Twice Told Tales, Hawthorne.	A Man Without a Country, Hale.
Treasure Island, Stevenson.	Biography of a Grizzly, Seton.
Oliver Twist, Dickens.	Quentin Durward, Scott.

SECOND YEAR.

Nicholas Nickleby, Dickens.	Essays, Emerson.
Ben Hur, Wallace.	John Halifax, Mulock.
As You Like It, Shakespeare.	Black Rock, Ralph Conner.
Scottish Chiefs, Porter.	The Vicar of Wakefield, Goldsmith.
Last of the Mohicans, Cooper.	Beside the Bonnie Briar Bush, Tan Mac Laren.
The Sketch Book, Irving.	Uarda, Geo. Ebers.
The Mill on the Floss, Eliot.	Last Days of Pompeii, Bulwer.
Lorna Doone, Blackmoore.	Hypatia, Kingsley.
Utopia, More.	
The Spy, Cooper.	

THIRD AND FOURTH YEAR.

Henry Esmond, Thackeray.	Midsummer Night's Dream,
Daniel Deronda, Eliot.	Shakespeare.
Kenilworth, Scott.	Vanity Fair, Thackeray.
David Copperfield, Dickens.	The Talisman, Scott.
Rob Roy, Scott.	In Memoriam, Tennyson.
Guy Mannering, Scott.	The Ruling Passion, Van Dyke.
The Eternal City, Caine.	Flight of the Tartar Tribe, De
Essays on Burns, Carlyle.	Quincey.
Crawford, Gaskell.	Romola, Eliot.
Sesame and Lillies, Ruskin.	Heroes and Hero Worship, Car-
Confessions of an English Opium	lyle.
Eater, DeQuincey.	Essays, Lowell.
The Tempest, Shakespeare.	Tale of Two Cities, Dickens.

LATIN.

FIRST YEAR.

LATIN I. Text—Collar and Daniel. First year Book.

The work covered is that in the entire book, with the exception of a few stories in the Reading Lessons.

Especial attention is given to forms, pronunciation and vocabulary.

SECOND YEAR.

LATIN II. Text—Kelsey's Caesar. D'Ooge, Latin Composition, Part I.

In this course it is aimed to translate the first four books of Caesar, accompanied by prose work. Smooth and characteristic English is especially emphasized. Studies are also made of Gallic customs and geography. Such Roman history as is necessary is taken up.

THIRD YEAR.

LATIN III. Text—Allen and Greenough's Cicero. D'Ooge, Latin Composition, Part II and III.

The work covered in this course is the four orations against Catiline and two others, preferably the oration for the poet Archias and that for the Manilian Law. Prose work accompanies each oration.

A special study is made of the Roman Constitution, the Roman Forum and Roman life.

FOURTH YEAR.

LATIN IV, Text—Frieze's Virgil.

In this course six books of the Aeneid are translated. A critical analysis is made of one book touching upon points of metrical difference, grammatical peculiarities and figures of rhetoric. Mythological characters are also studied as found in Virgil. Special topics for original work are assigned.

GERMAN.

THIRD YEAR.

GERMAN I. Text—Spanhoofd Lehrbuch der deutschen Sprache.

During the year the entire grammar is studied and finished. Special attention is paid to pronunciation, grammar, translation and prose work. One or two stories are read from Grimm's *Märchen*.

FOURTH YEAR.

GERMAN II. Selections are read from Grimm's *Märchen*, Imensee, *Hoher als die Kirche*, Hermann und Dorothea, *Die Journalisten*, and *Jungfrau von Orleans*.

The aim of this course is to acquaint the student with modern German literature and to develop an easy reading of the German. Prose work will be carried on at least once a week. A study of idioms and synonyms will also be made.



CORNER OF PHYSICAL LABORATORY.



SCIENCE.

PHYSICS AND CHEMISTRY.

Laboratory work precedes the development of theory. In the laboratories the student learns to handle and to care for apparatus, to observe and compare the properties of substances, to interpret the results of chemical and physical changes, and to make an accurate record of his work, which is preserved in a suitable note-book. A good reference library is provided and reference work is required. The aim throughout the course is to give the student a clear practical knowledge of elementary chemistry and physics.

Two recitation periods and three double laboratory periods per week are given to chemistry throughout the third year.

Physics is studied throughout the fourth year. Carhart and Chute's text book is made the basis of the course which coupled with a good reference library gives to the students a means by which they can obtain an extensive knowledge of the work covered. The work is made up of three forty-five minute recitation periods and two double laboratory periods per week covering class and experimental work in Properties of Matter, Mechanics of Fluids and Solids, Magnetism and Electricity, Heat, Sound and Light.

BIOLOGY.

The first part of the year takes up Zoology. Text—Burnett. Mostly field and laboratory work taking up the forms given in the text.

Second part of the year, Botany. Text—Bergen. This course also includes field and laboratory work with recitations.

PHYSICAL GEOGRAPHY.

Text—Davis. The course covers the entire year including field and laboratory work, study of weather conditions and weather maps, rocks and rock formations.

MATHEMATICS.

ALGEBRA.

Text—Beman and Smith.

The first year includes the elementary part to Chapter XII, fundamental processes, factoring, fractions, simple equations, powers and roots.

The second year Algebra includes the theory of exponents, radicals and quadratic equations and completes the text in the first half of the year.

GEOMETRY.

Text—Wells' Essentials of Plane and Solid Geometry.

A year and a half is allowed for this subject. It is taken up first during the last half of the second year and is completed in the third year.

HISTORY AND CIVICS.

A course in history is not offered during the first year.

SECOND YEAR.

Ancient History. Text—West.

THIRD YEAR.

English History. Text—Coman and Kendall.

FOURTH YEAR.

American History. Text—McLaughlin.

Civics. Text—Fiske (new edition.)

All history instruction is supplemented by collateral reading.

MUSIC.

The High School maintains a chorus, glee clubs, orchestra, etc. These various organizations are open to all students who care to take advantage of their benefits.

DRAWING.

All first year students are required to take a course of one year's duration in drawing. Advanced classes in this subject will be organized from time to time.

HIGH SCHOOL TEXT BOOKS.

- Algebra, Beman & Smith.
- Geometry, Wells' Essentials Plane and Solid.
- Arithmetic, Lyman's Advanced.
- Chemistry, Hessler & Smith.
- Physics, Carhart & Chute (new edition.)
- Physical Geography, Davis.
- Botany, Bergen.
- Zoology, Burnett.
- Latin, first year, Collar & Daniel.
- Caesar, Kelsey.
- Cicero, Allen & Greenough.
- Virgil, Frieze.
- Latin Grammar, Bennett.
- Latin Composition, second year, Greenough, D'Ooge & Daniel.
- Latin Composition, third year, D'Ooge.
- German, Spanhoofd.
- German Grammar, Thomas.
- Elementary English Composition, Scott & Denney.
- Composition, Literature, Scott & Denney.
- History of English Literature, Halleck.
- American Literature, Hawthorne and Lemmon.
- Ancient History, West.

English History, Coman & Kendall.

American History, McLaughlin.

Civics, Fiske (rev.)

INSTRUCTORS.

It is the policy of the Board of Education to employ none but Normal College or University graduates. The instructors in the High School are selected because of their special fitness and training to teach the subjects assigned them.

As a result for a number of years, the work of the Union City Schools has been of an excellent quality. This is attested to by the fact that this year Union City is the smallest town in the state, having its High School accredited by the North Central Association of Colleges and Secondary Schools.

TUITION.

The school year is divided as nearly as is possible into three equal terms. The rate of tuition is as follows:

Kindergarten	per term \$3.00.
Primary Grades (1st to 4th inclusive)	per term \$3.00.
Grammar Grades (5th to 8th inclusive)	per term \$4.00.
High School	per term \$5.00.

Tuition is due and payable to the Secretary of Board of Education at the opening of each term.

RULES AND REGULATIONS.

GRADATION.

The course shall consist of twelve years. The first eight years shall constitute the required work below the high school. The last four years shall constitute the High School. Pupils entering the school shall be assigned to the grade to which their qualifications entitle them.

BASIS OF CLASSIFICATION AND PROMOTION.

Scholarship as determined by class work, examination or tests, shall be the recognized basis for classification and promotion. In forming the estimate of scholarship the results of examinations shall not count for more than one-third. A general average of 75 per cent. or over in all subjects, with no less than 65 per cent. in any one subject, shall entitle the pupil to promotion. A general average of 70 per cent. to 75 per cent. in all subjects, with no subject below 60 per cent., shall entitle the pupil to a trial promotion of one month in the succeeding grade. No pupil who applies himself to the extent of his ability, shall be kept longer than two years on one year's work.

SUPERINTENDENT.

SECTION 1. The Superintendent shall act under the advice and direction of the Board of Education. He shall have the care and oversight of the school building, apparatus, library and other property, and supervision of the schools. He shall visit and examine the different departments as often as practicable, and consult the different teachers in regard to the classification, instruction and disciplining of their pupils, and suggest such changes as shall seem best calculated to give efficiency to the schools. He shall superintend the examinations of all departments for promotion and graduation, and shall transfer pupils found to be qualified from one grade to another.

SECTION 2. It shall be his duty to keep the Board informed of the condition of the schools and the changes required in the same; to report to the Board when, in his judgment, any neglect of duty, or insubordination, has been evinced by any teacher; and at the close of each school year shall furnish the trustees with a complete report of the progress and condition of the schools. He shall have power to suspend, and, with the approval of the Board, to expel pupils from school for violation of rules or for improper conduct.

SECTION 3. He shall examine all class books and records kept by the teachers, and give direction as to the method of their being kept. He shall as often as he thinks necessary appoint teachers' meetings of any or all of the teachers of the schools, and require them on due notice, to attend such meetings and perform such duties as

may be assigned to them. He shall investigate all cases of discipline coming to him, and shall establish special rules for securing order in the halls and upon school grounds, and shall be the proper medium of communication between the Board on the one hand and the teachers and pupils, parents and guardians on the other.

SECTION 4. He shall have power to make such additional rules, subject to the approval of the Board, as may be deemed necessary; and shall have discretionary powers in emergencies for which no regulations have been made.

TEACHERS.

SECTION 1. It shall be the duty of the teachers to have a copy of this manual in their possession in their school room; to make themselves familiar with its provisions and to co-operate with its regulations.

SECTION 2. Teachers should be in their respective rooms at least thirty minutes before the time for opening school. They shall not permit any rude or disorderly conduct in their rooms at any time preceding the time fixed for opening school, both morning and noon.

SECTION 3. Teachers should enter upon the opening exercises of their schools at the precise moment appointed, and to mark each pupil who is not in his seat at that time either absent or tardy, as the case may be.

SECTION 4. Teachers are required to dismiss promptly at the appointed time. This rule, however, shall not prevent the detention of pupils after school for a reasonable time, when, in the judgment of the teacher, it is necessary for the purpose of discipline. In all such cases of detention the teacher shall remain in the room with the pupil.

SECTION 5. Teachers shall practice such discipline as will enable them to preserve good order in their schools. They shall avoid corporal punishment whenever possible, and shall report to the Superintendent in writing every case of corporal punishment, together with the cause and manner of inflicting the same. This report must be made immediately at the close of the session of school during which the punishment was administered.

SECTION 6. Professional interest and ability, power to control without undue use of corporal punishment, moral character, industry, practical skill, and cheerful compliance with the regulations of the Board and the directions of the Superintendent, shall be the chief considerations in the employment of teachers, and in determining their tenure in office.

SECTION 7. All teachers are expected to remain at their own rooms and devote themselves faithfully and vigilantly to the discharge of their duties. Visiting each other's school rooms, except on business of the school which cannot be postponed, and congregating in the halls for conversation, is strictly forbidden on the part of the teachers. In this they should set the proper example before their pupils.

SECTION 8. No teacher shall admit a pupil into school or dismiss one therefrom, except as directed by the Superintendent or Board of Education. Teachers may suspend a pupil from school for a single day only, and they must at the same time send a written cause for such suspension to the parent or guardian and to the Superintendent.

SECTION 9. Teachers are required to attend all meetings called by the Superintendent with the same regularity and punctuality that is required in the performance of other school duties. They are also required to faithfully perform any duties which may be assigned to them at or for such meetings. Private business will not be considered a sufficient excuse for absence or tardiness on the part of any teacher from any school duty.

SECTION 10. Teachers shall report the standing and deportment of their pupils to the parents or guardians as directed by the Superintendent. They shall also make out a monthly report to the Superintendent, in accordance with the blank form prepared for the purpose, and deliver it to the Superintendent by Tuesday following the last Friday of each school month. They shall see that their registers are posted daily and kept where they may be accessible at all times by the Superintendent.

SECTION 11. At the close of the school term all records must be carefully made out and delivered to the Superintendent, together with all keys and school appliances which the teacher may have that belong to the school.

SECTION 12. Teachers shall neither read nor allow to be read or distributed any advertisements or announcements in any of the rooms; nor shall any person be permitted to enter the school premises for the purpose of exhibiting any article, or to announce any public entertainment without the consent of the Superintendent, or the Board.

SECTION 13. Teachers will not be restrained from putting their individuality into the government and instruction of their own particular schools, and they will be held responsible for the neatness of their respective rooms and the conduct of their pupils in the halls, on the play ground, and elsewhere about the premises.

SECTION 14. Teachers shall report promptly to the Superintendent all absentees who come under the jurisdiction of the truant officer. Provided, that this rule shall not apply where children are known to be sick, or where absence is otherwise justifiable.

SECTION 15. In case of the transfer of a pupil from one teacher to another, a record of his attendance and standing shall be sent to the receiving teacher.

SECTION 16. Teachers shall in no case leave money or valuables exposed, so as to cause temptation to pupils, and so far as possible shall prohibit the same being done by others in their rooms.

SECTION 17. The rules governing pupils shall be firmly and impartially enforced by the teachers.

PUPILS.

SECTION 1. No pupil shall use tobacco in any form at any time within the building or upon the steps or school grounds, nor in going in procession of pupils to and from school.

SECTION 2. No pupil shall leave the school before the hour appointed for dismissal, nor leave the school premises at any intermission, except in case of sickness or some urgent necessity, and then only with the permission of the teacher.

SECTION 3. No pupil shall absent himself from any recitation or examination of the class to which he belongs, without permission from the teacher. Whenever such absence occurs, the pupil shall not be allowed to return to the school or remain in school without

the consent of the school officials. All such cases shall be immediately reported to the Superintendent.

SECTION 4. Any pupil guilty of defacing or injuring any of the school property, whatsoever, shall be suspended from the school to await the action of the Board.

SECTION 5. Any pupil who shall, in or about the school premises, use or write any profane or unchaste language, make or show any obscene pictures or representations on the walls, fences, or elsewhere on said premises, or having any such pictures or representations, shall show or exhibit the same to any person whomsoever in, upon or about said premises, shall be reported to the Superintendent for suspension or other punishment, as the case may demand.

SECTION 6. Pupils may be suspended for violent and repeated misbehavior, opposition to authority, truancy and habitual tardiness and absence from school, unless such absence is satisfactorily accounted for by parents and guardian. Such suspension must be reported to the parent or guardian and the Board at the earliest possible time.

SECTION 7. Excuses from parents or guardian, for tardiness or absence of pupils, shall be in writing or in person, stating the cause of same. Excuses shall be valid only in cases of sickness of pupil or family, or other necessity. No mere statement of the pupil that the parent or guardian has kept him or her at home, shall be accepted as satisfactory.

SECTION 8. No pupil shall be received or continued in the schools who is known to be affected with any infectious or contagious disease, or coming from any family where any such disease prevails. The rules of the board of health shall be enforced.

SECTION 9. Any pupil coming to school with offensive uncleanness of person or clothing shall be sent home to be properly prepared for school.

SECTION 10. The words "parent" and "guardian" as used in these rules shall apply to all persons sending children to school, and these rules shall apply to them as well as to the natural and legal custodians of pupils attending school.

SECTION 11. No pupil will be permitted either to carry or use any weapon or dangerous plaything on the school premises, or on the way to or from school.

SECTION 12. In all cases complaints from parents or guardians shall be to the Superintendent and not to the teacher.

SECTION 13. Pupils detected in cheating upon any examination, giving or receiving help in the same, or in using "ponies" in the preparation of lessons, shall have their credits withheld, and for persistence in such conduct, be dismissed from school.

SECTION 14. No athletic event shall be arranged for any time in which school is in session without permission of the Superintendent, and no time shall be devoted to rehearsals or practice by high school students during school hours without permission of the Superintendent or high school principal.

SECTION 15. Where penalties are not prescribed for violation of the above rules, and for misdemeanors not included in the above, the penalty shall be such as the Superintendent shall deem sufficient and just—subject to the restrictions of the law.



ALUMNI.

1880.

Elbert L. Page
Lorenzo D. Corchrane
* William H. Bauer
Norris A. Cole
A. Harshman Harrison
George E. Willitts
Edward L. Moseley
Robert H. Baker
Ward C. Walker
C. Edward Wisner
William H. Brumfield
John D. H. Wallace
* Jay P. Lee
Elma (Lynn) Avery

1881

* Ida (Southerland) Peeler
M. Ross (Graham) Brown
Jennie (Rowe) Wisner
Warren D. Converse

1883

Nettie (Doty) Hutchinson

1884

Myra M. McDonald
Jennie E. Corbin
* Doane Smith
Delia C. Page
Walter A. Groesbeck
John Bishop
Lydia (Race) Wood
Erta A. Tuthill
George H. Seymour
Edward H. Stafford
Eva (Lester) Eddy
* Lida (Nesbitt) Wornam

1885

Nellie (Giltner) Kent
Sabrie (Van Vleet) McCoy
Verona Smith

Nellie Lathrop
 * Rose (Swartout) Stafford
 Hattie (Johnson) Lincoln
 * Lura (Lavery) Fenno

1886

Leon A. Johnson
 Minnie (Eddy) Ballard
 Minnie (VanCamp) Travis
 Cora D. Fulton
 Jennie (Chase) Lowell
 Charles H. Burton
 Charles H. Lowell

1887

* Edith (Underwood) Margeson
 Jessie (Peck) Day
 Stella (Buell) Fisher
 Bertha (Sawin) Johnson
 Hattie (Blake) Bronson
 Nanette Jeffery
 Isaac J. Margeson
 Frank Cain
 Nathan Rowe
 Edward Garnsey
 Fred Stafford
 * Robert McDonald
 Jennie (Walker) Spore

1888

Mary (Stevens) Pritchard
 Herbert Johnson
 Walter Lowell
 Wylie Hubbard
 Fred M. Hodge
 Nettie (Lee) Merritt
 Habey Haas
 Mae (Swartout) Huffman
 Ophelia (Van Vleet) Atwood

Maude (Hubbard) Seymour
 Mattie (Stratton) Olmsted
 Nellie Thompson

1889

Frances (Russell) Swanson
 Carrie L. Willard
 Edwin Hayden
 Clarence Brace
 Millie (Simmons) Stanton

1890

E May (Thompson) Dukes
 Mertis (Wellman) Dailey
 Ray Burlingame
 Claude Whitney
 Georgia (Smythe) Rider
 Laurene (Corbin) Wallich
 Byrdie (Gaw) Buell
 Daisy (Buell) Wimer
 Felia (Matthews) Reed

1891

L. Belle (Watkins) Haley
 Nellie (Clark) Collins
 Isabella (Maxon) Wilkins
 Emma (Merritt) Edwards
 Fred J. French
 Alta (McCrary) Waffle
 * Myrtie (Mitchell) Shaffer
 * Frances C. Wilkins
 Lois (French) Kilbourn
 Hannah (Russell) Rathburn
 V. D. Lee

1892

Ralph Waldo Coddington
 Fred Hammond
 Earl Hubbard
 Thomas Cain

May Burlingame
 Frank S. Mann
 Edna Peck
 Fannie (Bailey) Ashdown
 May I. Lowell
 Jessie (Willard) Cornett
 Sophia Page
 Ella (Gillett) Whitney

1893

Jessie Banford
 Grace Smith
 Grace Drumm
 Mae Lee
 Libbie Fitzgerald
 Sereno B. Clark
 Albert Miller
 Lizzie (Peck) Bell
 Lulu Palmer
 * Earl Hayner

1894

Hattie (Wells) Draper
 Georgia Bassett
 Anna (Melody) Hagerman
 Leo Warren
 Florence Zimmerman
 Hubert Bell
 Sadie Blake
 * Arthur Wood
 Dr. E. M. Chauncey
 Lina (Merrill) Bramble

1895

Nettie (Stevens) Olmsted
 Ethel (Kilbourn) Sayles
 Clara Page
 Bertha (Greenfield) Kitchen
 * Myrta (Bartlett) Hagelschacht

Edna (Case) Thompson
 George Gaw
 Ralph Morrill
 Lizzie (Norton) Kriebble

1896

Elmer Wilson
 Miles Rider
 Winfred Pierce
 Harry Wilcox
 Harry Kimball
 Frank Buell
 Ora Hayner
 Clayton Crandall
 Carrie Hurd

1897

John L. Moore
 Kittie Bell
 George Howard
 F. Ella Kilbourn
 G. E. Ackerman
 Nellie (Strong) Burkhard
 * Lillie (Mitchell) Eddy
 Jennie Smith
 Minnie (Smith) Culp
 F. W. Ackerman
 Carrie Saunders
 Thomas Buell
 Clarence Reynolds
 Ethel (Burnham) Fitzgerald
 Henry Wells
 Marcella Bourns
 Coral Johnson
 Arthur Barnes
 J. Carl Gaw
 N. Perl Olmsted
 Leo. L. Eddy
 J. C. Studley

Simeon Bole

John Truax

Ray McEwen

Carle (Smith) Gaw

* Alice Pierce

1898

Clayton Crandall—Post Grad.

Rev. George E. Barnes

* Gertrude Travis

Bertha (Simons) Meade

Blaine Brown

Carrie (Ward) Melody

Victor Crandall

Hettie Smith

Flora Banford

Lester Crandall

Earl Fuller

James Melody

* Daisy (Matteson) Kramer

Beryl (Knauss) Gillett

Floyd Davis

Veva Bole

Grace Gaw

Lena (Fox) Darling

1899

Levi A. Geer

Cora E. Seymour

Hobart H. Willard

Ethel M. Kimball

Lottie Bell

Nellie M. (Spencer) Kinyon

Dr. Leland H. Tower

J. Morris Smith

William H. Bruening

Fred H. Haas

Jessfe R. Morrill

Bessie F. (Hubbard) Studley

1900

Clara L. (Buell) Bennett

Ora L. Smith

Fred S. Dunks

Erta B. Kimball

Mertie M. (Haas) Ekstrom

Harry M. Simmons

Courtney B. [Aiken] Laskey

Henrietta B. Knauss

Ervin A. Warsop

1901

Mary L. Dibble

Grace R. Dunks

Daisy L. (Eberhardt) Hyatt

Lura V. (Eitniear) Worden

Nellie E. (French) Stafford

Jesse N. Hayner

William H. Melody

Nina E. (Palmer) Melody

Amy Mortina Sweet

H. Harris Ward

Sherman Wilson

1902

Maude Grill

Zula Libhart

Mildred (Wood) Gillett

Dean Shannon

Claude Bullock

Viva Spore

Zella Merrifield

Eley McCausey

Dean Johnson

Pauline (Hawley) Buell

Belle (Fisk) Eddy

Ernest Baird

Marjorie Buell

Hilda (Bruening) Flewelling

1903

Iza S. Hollbrook
 Franklin F. Hollbrook
 Harland Johnson
 John C. Corbin
 Howard Ludwig
 Ray Wheeler
 Jessie Wheeler
 Homer Mallow
 Claude Johnson
 Jesse Kimball
 Viletta Lovejoy
 * Roy Newman
 Bennett Ackerman
 Louise Lux

1904

Lucia Drake
 Hazel (Bowen) Pendill
 Bessie Corbin
 Burr Collyer
 Thomas McCausey
 Glynne Buell
 May (Clifford) Moore
 David Church

1905

Gladys Brown
 Petra Lund
 Lynn Wood
 Eva Lux
 Ethel Johnson
 Lottie Carr
 Maude Knauss
 Aaron W. Poole
 Ethel Pullman
 Frank Corwin

Hazel Whitney
 Deo Parsons
 Edith Smith
 Aimee Palmer

1906

Bessie Kilbourn
 Harry Clifford
 Emma Boyer
 Vivian Baker
 Don Nichols
 Carma Libhart
 Margaret Stitt
 Matt Corwin

1907

Everett Bole
 Byron Corbin
 Harold Tower
 Zelpha (Dufoe) Stafford
 Lillian (Karker) Brown
 Marjorie Holbrook
 Ina Manvel

1908

J. Edgar Bates
 Wauneta Diantha Burnett
 Gladys M. Boise
 Bernice Eva Griffith
 Frances Beatrice Johnson
 Mabel Irene Karker
 Luella Frances Krull
 Harrison M. Krull
 Teresa Irene Price
 Julia May Stanton
 Caroline Ethel Willbur
 Radie M. Wimmer

