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Series 7 No. 1

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THE BULLETIN

PUBLISHED BY THE STATE NORMAL SCHOOL
MOORHEAD, MINNESOTA, IN THE INTEREST
: : : : OF PUBLIC SCHOOL EFFORT : : : :

C O N T E N T S

HISTORY COURSE FOR
THE ELEMENTARY
: : : : SCHOOL : : : :

PUBLISHED QUARTERLY

SERIES SEVEN AUGUST, 1911 NUMBER ONE

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THE BULLETIN

Published by the State Normal School, Moorhead, Minnesota

Series 7 AUGUST, 1911 Number 1

A COURSE OF STUDY IN HISTORY FOR THE ELEMENTARY SCHOOL.

The unifying element in our curriculum is the History Course. So far as it is practicable we correlate geography, literature, language, art and construction work with history. This is particularly true in the lower grades; the history topic becomes the central theme of the work of the grade.

The outline of the history course is briefly as follows:

First Grade—Home and Environment.

Second Grade—Primitive Life.

Third Grade—I. Greek Stories—(a) Greece and the Early Greeks—(b) Greek Myths—(c) Story of the Iliad.

II. Norse Stories—(a) The Norsemen—(b) Norse Myths—(c) The Story of Siegfried.

III. King Arthur Stories.

Fourth Grade—(a) Bible Stories—(b) Roman History Stories.

Fifth Grade—European History Stories, leading up to and preparing for the study of the period of early discoveries and explorations.

Sixth Grade—American History.

Seventh Grade—English History.

Eighth Grade—History of the United States.

In the Fourth Grade the children get the early history of the Red River Valley and of the State of Minnesota in connection with their geography. The geography course for the Fourth Grade consists of the geography and early history of the Red River Valley, Clay County and the State of Minnesota. This study introduces the children to many of the pioneers of America. This geography and history have

an intimate relation and we make no attempt to separate them in teaching them. This part of the history work is outlined in the Fourth Grade geography course and will be printed later.

The outline which follows is the result of the combined efforts of the various members of the Elementary School Faculty. Each one has had in mind the general outline of the entire history course as stated above and has worked out in greater or less detail the part of the course with which her department is concerned. Our aim in preparing this course, and other courses which are to be printed later, has been to meet the needs of our student teachers, our graduates and other teachers, into whose hands these outlines may fall, by giving them something which is merely suggestive of what they may do for themselves in working out their own courses of study.

FIRST GRADE.

Recognizing that education deals with the development of human experience, we realize that the education of the school must be based upon the previous experiences of the children. These experiences have been not only individualistic, but also intensely social. Each child is a member of a family and a member of a social community, and every object, every thought and act has its social coloring. The school, then, to be an effective factor in education, must understand and make use of these previous experiences, and must recognize and provide for the social element of experience.

Up to the time that a child enters school the home has been the center of his life, and closely connected with this home and family interest we find interest in certain activities carried on in the home, in certain industries in the community which contribute directly to the welfare of the home, in holidays, and in the out-door world of plants and animals. We therefore take for the unifying topic of our first year school work a study of the home and the environment, and aim thereby to deepen the children's consciousness



First Grade. Handwork done in connection with history course.



First Grade. Johnny cake party, following study of corn.

of family ties, to give to their home life a fuller meaning, to widen their experience and their interests, and to make these experiences deeper and richer and more related.

The manner of developing this topic must vary in different localities, and the following outline is not expected to be universally applicable.

GENERAL TOPIC FOR THE YEAR: HOME AND ENVIRONMENT.

FIRST TERM.

- I. Home and School Garden.
- II. Farm,
 - 1. General description.
 - 2. Corn.
 - a. Preparation of ground. b. Planting and growth.
 - c. Harvesting. d. Milling. e. Use. (Johnny Cake Party.)
 - 3. Wheat, oats, etc.
 - 4. Hay.
 - 5. Fruit.
 - 6. Buildings.

SECOND TERM.

- I. Farm, continued.
 - Animal Life: Horse, cow, chickens.
 - Farm made in sand table.
- II. Grocery Store. Studied as a connecting link between Farm and Home life of the children. Children use box for grocery store and stock it.

THIRD TERM.

- I. Indoor Home Life.
 - 1. Members of family. Part taken by each.
 - 2. Place to live.
 - a. Selection of site, purchase. b. Architect. c. Digging of cellar. d. Building of house. e. Finishing. f. Furnishing. g. Adaptation to comfort and welfare of family and to duties of each member.

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Children make house and furnish it for home. Main emphasis on social side of family life. Other points emphasized: sanitation, good taste in furnishing and decoration.

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3. Parker & Helm. On the Farm.
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5. Burkett. Our Domesticated Animals. Ginn & Co., Chicago.
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9. Bailey & Lewis. For the Children's Hour. Milton Bradley Co. Springfield, Mass.
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SECOND GRADE.

A study of certain types of Primitive Life is made the basis of the second grade work, and among the results which we aim to achieve through this evolutionary study are these:

1. An increased appreciation on the part of the children of their own homes and of the fullness of their own lives.
2. Interest in the steps of progress leading from savagery to the civilization of the present, and in present day progress.



Second Grade. Indian corner, prepared in connection with study of Indian Life.



Second Grade. Study of Robinson Crusoe. Summer Term.

3. A stimulus toward the thoughtful and intelligent study of history.

4. Interest in the development of the physical sciences, of the industries, and of inventions.

5. A sense of responsibility, each to do his part.

General Topic for the Year: Primitive Life.

Types selected for study:

First Term, 1. Tree Dwellers. 2. Cave Men.

Second Term, American Indians.

Third Term, Eskimo.

Note. These studies may be followed by a study of Robinson Crusoe,—a product of modern civilization thrown upon his own resources and forced to meet many of the conditions which surrounded primitive men.

Topics to be developed in the study of each type:

1. Food.
2. Shelter.
3. Clothing.
4. Industries.
5. Communication.
6. Transportation.
7. Social Organization.

The children are helped to picture situations and to see problems, and are then expected to act, to think, and to find solutions.

An Indian village and an Eskimo community are represented upon the sand table.

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 6. Katherine Dopp. The Place of Industries in Elementary Education. University of Chicago Press.

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Wright - A motivated Thanksgiving program in 2nd yr. grade. J. C. Record & P. Steele - Cliff dwellers + city dwellers. J. C. Record VII p. 43-49

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26. Holbrook. Hiawatha Primer. Houghton Mifflin Co. Boston.

27. Laura R. Smith. Hawkeye, an Indian Story Reader. A. Flanagan Co. Chicago.

28. Laura Kern Bayliss. Two Little Algonquin Lads. Education Publishing Co. Boston.

29. Emma M. Maguire. Two Little Indians. A Flanagan Co. Chicago.

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Some of the most valuable and thoroughly reliable references on different topics connected with the study of Primitive Life are found in reports issued by the United States Government:

1. Smithsonian Reports, U. S. National Museum.
2. Reports of Bureau of Ethnology.

THIRD GRADE.

(a) Greek Stories, (b) Norse Stories, (c) King Arthur Stories.

FIRST TERM.

Greek Stories.

- I. Study Greece and the Early Greeks using the following:
 1. Country.
 - a. Surface. b. Climate. Locate on globe and map.
 2. Early Greek People.
 - a. Physical perfection and the cause. b. Dress: chlamys, chiton. c. Their homes: open court, heating, lighting. d. Their ships. e. Their weapons. f. Their amusements. g. Their art. h. Their religion.
- II. Study Greek Myths.
 1. The earth as it was known by the Greeks.
 2. The Under World as the Greeks believed it to be.
 3. The Story of the Creation.
 4. The Story of Zeus.

Teach about the "Statue of Zeus" at Olympia, by

Phidias. Give simply the work of Phidias and Pericles on the Acropolis at Athens. Study the Parthenon.

5. The Story of Hera or Juno.
6. The story of Athene. Teach about the statue of Athene by Phidias in the Parthenon.
7. The stories of the following gods and goddesses who take part in the Trojan War: Minerva, Mercury, Apollo, Mars, Venus, Pallas, Neptune, Juno, etc.
8. The following stories as far as time will permit:—Pandora and Epimetheus, The Forest of Dodona, Baucis and Philemon, Contest between Poseidon and Athene, Arachne, Atalanta, Vulcan, Hephaestus, Adonis, Eros and Psyche, Charon and Psyche, Clytie, The Python, Pythian Games, Phaethon, Niobe, Echo and Narcissus, Midas and the Golden Torch, etc.
9. The story of the Apple of Discord. Dramatize.
10. Cause of the Trojan War.
11. The Beginning of the Trojan War.

III. Tell the Story of the Iliad under the following heads:

1. The Quarrel of the chiefs, Agamemnon and Achilles.
2. Agamemnon's Deceitful Dream.
3. The Combat between Paris and Menelaus.
4. The Broken Covenant.
5. The Valiant Deeds of Diomed.
6. Meeting of Hector and Andromache.
7. Combat between Hector and Ajax.
8. Jupiter among the Trojans.
9. The Embassy to Achilles.
10. Night Adventure of Diomed and Ulysses.
11. The Wounding of the Chiefs.
12. The Battle at the Walls.
13. The Battle at the Ships.
14. Jupiter Tricked by Juno.
15. The Death of Patroclus.
16. The Rousing of Achilles.
17. Achilles and Agamemnon reconciled.

18. The Battle at the River.
19. The Death of Hector.
20. The Funeral of Patroclus.
21. The Funeral Games of the Greeks.
22. Hector's Body Recovered.
23. The Fate of Troy.

Inspire the pupils with the desire to read for themselves about the journey of Ulysses in "The Story of the Odyssey."

Notes:

Read or quote directly from the translation of the Iliad (Pope's or Bryant's) such passages as are easily understood and particularly beautiful.

Hold frequent free discussions allowing the children to make and express their own judgments without interference. They will freely challenge the right and wrong in the story and make ready application to present day affairs of the principles involved.

Form the proper setting for these stories by use of pictures, blackboard sketches, model of a Greek House, statues, etc. Visit Art Galleries if possible, attend picture exhibits, encourage children to use the library to find pictures and stories. Make the stories in the sand table when they lend themselves easily to this form of expression.

Dramatize the stories that appeal most strongly to the children and those that need emphasis. Use simple stage settings and costumes suggested and made by the children.

Aim:

1. To raise and fix moral standards.
2. Through the beauty and delicacy of the myths to increase the spiritual refinement of the child.
3. To lay the foundation for an intelligent appreciation of art and literature later.
4. To lay the foundation for an intelligent study of History proper.

5. To supply the child with good wholesome interests to take the place of more unworthy ones that might attract him later on.

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13. Harmon Niver: "Great Names and Nations." Ancient. Atkinson, Metzger & Grover, Chicago.
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8. *Military Tract Normal School Quarterlies, Macomb, Ill. Nos. 1, 2, 3.*
9. Sherman and Reed: *Essentials of Teaching Reading, pp. 95-101.* The Univ. Publishing Co., Chicago.

SECOND TERM.

Norse Stories.

- I. Study the Norsemen and their myths using the following outline:
 1. The Norsemen.
 - a. Their appearance. b. Their country. c. Their character. d. Their occupations—Vikings. e. Their religion.
 2. The Myths of the Norsemen.
 - a. The Making of the World: Asgaard, Midgard and Utgard. b. Gods and Men. c. Odin and his search for Wisdom. d. How Odin brought the mead to Asgard. e. The Wooing of Gerd. f. Stories of Thor. g. Stories of Loki. h. The Apples of Idun. i. The Death of Balder. j. Loki's Punishment.
- II. Study in detail the Story of Siegfried—using the following outline:
 1. Mimer, the Master. 2. Greyfell. 3. The Curse of Gold. 4. Fafnir, the Dragon. 5. In Aegir's King-

- dom. 6. Brunhild. 7. In Nibelungen Land. 8. Siegfried's Welcome Home. 9. The Journey to Bergundyland. 10. Kriemhild's Dream. 11. How the Springtime Came. 12. The War with the North Kings. 13. The Story of Balder. 14. How Gunther Outwitted Brunhild. 15. In Nibelungen Land Again. 16. How Brunhild Was Welcomed Home. 17. How Siegfried Lived in Nibelungen Land. 18. How the Mischief Started. 19. How they hunted in the Odenwald. 20. How the Hoard was Brought to Bergundy.

See notes under Greek Myths. Let the children compare the Greeks and the Norsemen as to Country, Appearance, Character, Beauty of Myths, Art, etc.

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4. Keary, A. & E.: *Heroes of Asgard.* Macmillan Co., N. Y.
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10. Anderson, Rasmus B.: *Norse Mythology.* Scott, Foresman & Co., Chicago.

11. Pratt, Mara L.: *Legends of the Norseland*. Ed. Pub. Co., Chicago.
12. Price and Gilbert: *Heroes of Myths*. pp. 134
158. Silver Burdett, Chicago.

THIRD TERM.

King Arthur Stories.

I. Study the King Arthur Stories, using the following outline:

1. How Arthur Became King.
2. The Good Sword Excalibur.
3. The Great Feast and What Followed.
4. Arthur's Court and the Order of the Round Table.
5. King Arthur and the Princess Guinevere.
6. The Coming of Gareth.
7. The Story of Sir Gareth and Lynette.
8. Sir Ivaine.
9. Sir Balin.
10. Sir Geraint and Enid.
11. Arthur and Sir Accalon.
12. How Arthur Fought with a Giant.
13. How Arthur Fought with Rome.
14. The Knight with the Badly Made Coat.
15. Sir Lancelot and Sir Brune.
16. The Adventure of King Pellenore.
17. Sir Lancelot and His Friends.
18. How Sir Lancelot Saved the Queen.
19. Sir Lancelot and Elaine.
20. The Search for the Holy Grail.
21. The Death of Arthur.

Teach the story of the "Search for the Holy Grail" as told by the Abbey Series of Paintings in the Boston Public Library. Make a study of the picture "Sir Galahad," by George Watts. Let children write letters sending for half penny Perry Pictures of Watts "Sir Galahad," mount them and take them home (Good language work.)

Dramatize the story of King Arthur. See "Notes on

Greek Work." Aim to arouse an appreciation of, and admiration for the sturdy virtues of the "Knights of the Round Table;" gentleness to the weak, loyalty to friends, mercy to foes, love of truth and courage, unselfishness, courtesy, pride of race. Teach the children to appreciate grace and beauty and to see the value of discipline. This cannot be done by word alone; the children must live the story.

To help them to live the story give them as definite an idea as possible of the customs and manners of the chivalric age and of the architecture, armor, costumes and furnishings of the time. Much of the above work can be made clear by use of cardboard, chalk, cloth and sand table. Find help in the book "Chivalry" by Leon Gautier. Translated by Henry Frith. Published by David McKay, 610 S. Wash. Square, Philadelphia.

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10. Malory, Sir Thos.: *Le Morte d'Arthur*.

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13. Pyle: Sir Launcelot and His Companions. Chas. Scribner's Sons, N. Y.
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16. Sterling: Story of Sir Galahad. E. P. Dutton, N. Y.
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18. Mabie, H. W.: Heroes Every Child Should Know. Doubleday, Page & Co., N. Y.
19. Lang, Andrew: The Book of Romance. Longmans, Green & Co., N. Y.
20. Dore, Gustave: Stories of the Days of King Arthur. T. Nelson & Sons. N. Y.
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FOURTH GRADE.

(a) Bible Stories, (b) Roman History Stories.

FIRST TERM.

- Bible Stories: Stories of the Hebrews.
1. The story of Adam and Eve.
 2. Abraham.
 3. Naomi and Ruth.
 4. David.
 - a. Home. b. Food. c. Clothing. d. Work.David and Goliath.
 - a. David sent with food. b. The Army and the giant. c. David's sling.
 - d. Friendship of Jonathan and David.

*10. Hurlbut - Story of Jesus - G. O. Thinston Co. Phila.
11. Stevenson - Child of the Children - Jennings & Graham
Cinn.*

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- Make sling and bow-arrow.
Learn 23rd Psalm.
Dramatize the story of David's life.
5. Moses:
The story of Moses as told to David.
 - a. Babyhood. b. Young Prince. c. The training for his work. d. Leader of Israelites.
 6. Joseph.
 - a. Home. b. Dream. c. Trip to his brothers. d. Caravan. e. Joseph in Egypt. f. Second dream. g. Rules of Egyptians. h. Meeting of brothers.The wandering life of the people at this time. Their temporary shelter. Their food. Their clothing. Dramatize the story.
 7. Solomon.
 8. Daniel.
 9. Jesus; lead up to the Christmas story.

BIBLE STORY REFERENCES.

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6. Herbst, Eva: Tales and Customs of the Ancient Hebrews. A. Flanagan & Co., Chicago.
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SECOND AND THIRD TERMS.

- Story of the Romans. Use the following outline:
1. The First Period: Rome as a Kingdom.

Readings

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a. The Legends of the Seven Kings of Rome.

Note: Connect founding of Rome with the story of the Trojan War.

2. The Second Period: Rome as a Republic.

- a. Attempts of Tarquinius to regain his kingdom.
- b. The plebeians win their rights.
- c. Rome becomes ruler of Italy.
- d. Romans conquer Carthage.
- e. Rome,—the capitol of the world.
- f. The Gracchi.
- g. The Rule of Sulla.
- h. The rise of Pompey.
- i. Cæsar and the Triumvirates.

3. The Third Period: Rome as an Empire.

- a. The reign of Augustus.
- b. The rest of the twelve Cæsars.
- c. The Five Good Emperors.
- d. From Marcus Aurelius to Diocletian.
- e. Reigns of Diocletian and Constantine.
- f. The Last Centuries of the Empire.

REFERENCES.

1. Text in the hands of children: The Story of the Roman People, Eva March Tappan. Houghton, Mifflin & Co., Chicago.
2. Pratt, Myra L.: Stories of Old Rome. Ed. Publishing Co., Chicago.
3. Haaren, J.: Famous Men of Rome. Univ. Pub. Co., New York.
4. Shepard, Wm.: Our Young Folks Roman Empire.
5. Ginn, Edwin: Plutarch's Lives. Ginn & Co., Chicago.
6. Kaufman, Rosalie (editor): Our Young Folks Plutarch. J. B. Lippincott Co., Philadelphia.
7. Guerber, H. A.: The Story of Romans. Am. Book Co., Chicago.

8. Younge, C. M.: Young Folks History of Rome. Lothrop Pub. Co., Boston, Mass.

9. Niver, Harmon B.: Great Names and Nations—Ancient. Atkinson, Mentzer and Grover, Chicago.

10. Clarke: Story of Cæsar. Am. Book Co., Chicago.

11. Wallack: Historical and Biographical Narratives. Am. Book Co., Chicago.

12. Jane Andrews: Ten Boys. Ginn & Co., Chicago.

FIFTH GRADE.

1. Stories of European Heroes from the time of the Romans to Napoleon, inclusive.

FIRST TERM.

1. The First Period.
The Barbarian Invasions. a. Alaric. b. Attila. c. Genseric.
2. The Second Period.
The Forming of the Germanic Nations.
a. Teutons. b. Nibelungs. c. Clovis. d. Theodoric. e. Charles Martel. f. Charlemange.
3. The Third Period.
The Teutonic Invasions.
a. Coming of Teutons. b. King Arthur Legends. c. St. Patrick. d. Beowulf. e. Alfred the Great. f. Ruric, the Norseman. g. Rollo, the Viking. h. William the Conqueror. i. Leif Ericsson.

SECOND TERM.

4. The Fourth Period.
The Rise of Nationalities.
a. Henry the Fowler. b. Hugh Capet. c. The Cid. d. Magna Charta signed by King John.
5. The Fifth Period.
Life in the Middle Ages.
a. The Life of the Knight. b. Country Life. c. City Life.

Read 1 & one other

6. The Sixth Period.
The Crusades.
a. Peter the Hermit. b. Richard the Lion-hearted.
c. The Children's Crusade.

THIRD TERM.

7. The Seventh Period.
The Time of Progress and Discovery.
a. Marco Polo. b. Francesco Petrarch. c. Fall of Constantinople. d. John Gutenberg. e. Columbus. f. Vasco Da Gama. g. Ferdinand Magellan.
8. The Eighth Period.
The Struggles of the Nations.
a. Robert Bruce. b. William Tell and Arnold Von Winkelried. c. The Black Prince. d. Joan of Arc. e. Philip II. f. Invincible Armada defeated. g. Gustavus Adolphus. h. Peter the Great. i. Napoleon Bonaparte.

REFERENCES.

1. Text. Tappan, Eva March: European Hero Stories. Houghton Mifflin & Co., Chicago.
2. Niver, Harmon: Great Names and Nations—Modern. Atkinson, Mentzer & Grover, Chicago.
3. Creighton, Louise: Heroes of European History. Longmans, Green & Co., New York.
4. Haaren, John H. and Roland: Famous Men of the Middle Ages. Univ. Publishing Co., New York.
5. De Monvel: Joan of Arc. The Century Co., New York.
6. Hathaway: Napoleon, the Little Corsican. Rand, McNally & Co., Chicago.
7. Douglas: Heroes of the Crusades. Lee & Shepard. Boston.

Read one of these

Whitcomb - Heroes of Hist. Maynard & Pitman - Stories of old France. A.B.C. Sutton - Little Stories of " " " " Price - Wandering Heroes - Silver, Bardsley & Co.

8. Tappan: In the Days of Queen Elizabeth. Lee & Shepard, Boston.
9. Tappan: In the Days of Alfred the Great. Lee & Shepard, Boston.
10. Tappan: In the Days of Queen Victoria. Lee & Shepard, Boston.
11. Tappan: In the Days of William the Conqueror. Lee & Shepard, Boston.
12. Younge, Charlotte: Young Folks' History of France. Lothrop Pub. Co., Boston.
13. Upton: Swiss Heroes. A. C. McClurg & Co., Chicago.
14. Upton: Maid of Orleans. A. C. McClurg & Co., Chicago.
15. Upton: William Tell. A. C. McClurg & Co., Chicago.
16. Upton: Frederick the Great. A. C. McClurg & Co., Chicago.
17. Warren: Stories from English History. D. C. Heath & Co., Chicago.

SIXTH GRADE.

The sixth grade course in history has two chief aims:

1. To give the pupils the chronological framework of United States History, so that, by relating all study of the subject in this and in succeeding years to this general outline, they may avoid the confused idea of time relations which is likely to result from a series of purely biographical studies.

2. To present a body of descriptive and biographical material such as will make this natural interest in the subject a permanent one.

The study of the nation's deeper and more abstract problems is not included in this year's work. Events and people demand attention here, and they are presented with emphasis upon heroism and upon the pioneer phase in the lives of explorers, leaders, and inventors.

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FIRST TERM.

I. The earliest discoveries and explorations, covering a study of the purposes that actuated the explorers, of their routes, and the results of their explorations.

Special biographical topics: Columbus, Ponce de Leon, De Soto, Raleigh, John Smith, Hudson, Champlain, Marquette, Joliet, LaSalle.

II. The settlement of the seaboard colonies and their history during the colonial period.

Special biographical topics: Roger Williams, William Penn, Nathaniel Bacon, James Oglethorpe.

III. In these and subsequent periods, a study of modes of living,—of the Mound-builders and of the Indians and of colonists in all sections.

SECOND TERM.

I. The struggle between England and France for supremacy in America, covering all the Inter-colonial Wars.

Special biographical topics: Washington, Surveyor and Young Soldier, and Wolfe, the Hero of Quebec.

II. The struggle for American political independence, covering causes, events, and results of the Revolutionary War.

Special biographical topics: Benjamin Franklin, Patrick Henry, Samuel Adams, Washington, Putnam, Jefferson, Nathan Hale, Robert Morris, Lafayette, Daniel Boone, Robertson and Sevier, George Rogers Clark, William Jasper, Benedict Arnold, Marion the Swamp Fox, Alexander Hamilton, John Paul Jones.

III. The struggle for American commercial independence, covering growth of the nation under Washington's, Adams' Jefferson's, and Madison's administrations, and the causes, events, and results of the war of 1812.

Special biographical topics: Eli Whitney, Oliver Hazard Perry, William Henry Harrison, Andrew Jackson.

THIRD TERM.

I. Westward growth of the nation, covering the settlement of the Mississippi Valley, the exploration and settlement of the northwestern states, the annexation of Texas, migrations of the Mormons, the search for gold in the west and southwest, and the twentieth-century movements of expansion.

Special biographical topics: David Crockett, Captain Gray, Lewis and Clark, Whitman, Fremont, Carson, Zebulun Pike, Scott, Taylor, Kearney, Sutter, Joseph Smith, Dewey, Hobson, Roosevelt.

II. Pioneers in science and inventions.

1. Clinton and the Erie Canal.
2. Morse and the telegraph.
3. Goodyear and the use of rubber.
4. McCormick and the reaper.
5. Field and the submarine cable.
6. Eads and his engineering feats.
7. Edison and the application of electricity.

III. The War for the Union, covering causes, events, and subsequent re-construction.

Special biographical topics: Lincoln, Douglas, Clay, Calhoun, Webster, Grant, Sherman, Sheridan, Farragut, Robt. E. Lee.

REFERENCES.

1. McMaster, John Bach: A Primary History of the United States. American Book Co.
2. Tappan, Eva March: Our Country's Story. Houghton Mifflin Co.
3. Tappan, Eva March: American Hero Stories. Houghton Mifflin Co.
4. Guerber, H. A.: Story of the Thirteen Colonies. American Book Co.
5. Guerber, H. A.: Story of the Great Republic. American Book Co.

6. Foote and Skinner: Explorers and Founders of North America. American Book Co.
 7. Ellis, Edward S.: Makers of Our Country. John E. Potter Co.
 8. Thomas, Allen C.: An Elementary History of the United States. D. C. Heath & Co.
 9. Gordy, Wilbur F.: American Leaders and Heroes. Chas. Scribner's Sons.
 10. Mace, William H.: Primary History. Rand McNally & Co.
 11. Blaisdell, Albert F.: The Story of American History. Ginn & Co.
 12. Baldwin, James: Discovery of the Old Northwest. American Book Co.
 13. Perry and Beebe: Four American Pioneers. Werner School Book Co.
 14. Beebe, Mable B.: Four American Naval Heroes. Werner School Book Co.
 15. Hart, Albert Bushnell: Source Readers in American History. Macmillan Co.
Includes: Colonial Children.
Camps and Firesides of the Revolution.
How Our Grandfathers Lived.
Romance of the Civil War.
- McMurry, Chas. A.: Pioneers on Land and Sea. Macmillan Co.
- McMurry, Chas. A.: Pioneers of the Mississippi Valley. Macmillan Co.
- McMurry, Chas. A.: Pioneers of the Rocky Mountains, and the West. Macmillan Co.

SEVENTH GRADE.

English History.

The study of English History affords general culture and preparation for the study of the political history of the United States.

The work covers the chief events, in chronological order, from the Roman Invasion to the present time. The aim is to state facts rather than opinions and to teach the story of England in such a way as to make a broad, simple basis for the later study of history and literature. Special emphasis is given to the study of the persons and events that the pupil will be likely to meet in general reading.

The work continues two terms and, briefly summarized, covers the following:

- I. Effects of geographical conditions.
- II. Ancient Britain:
 1. Early inhabitants.
 - a. Celts.
 - b. Britons.
 2. Roman Invasion:
 - a. Results of occupation; roads, forts, words.
 - b. Home life of the people.
- III. The Saxons and the Danes:
 1. The Saxons settle on Thanet.
 2. Christianity preached.
 3. Caedmon, the first English poet.
 4. Bede, the first English historian.
 5. Alfred the Great.
 6. Danish kings rule.
 7. Edward the Confessor.
 8. Westminster Abbey begun.
 9. Battle of Hastings.
- IV. The Norman Period:
 1. Tower of London begun.

2. Feudalism.
3. The power of the church.
4. The Crusades.
5. Invasion of Normandy.
6. Severe taxation.
7. Mystery plays.

V. The rise of the English Nation:

1. The Plantagenets.
 - a. Beginning of English rule in Ireland.
 - b. Magna Carta.
 - c. War with the barons.
 - d. Beginning of the House of Commons.
 - e. Conquest of Wales.
 - f. Battle of Crecy.
 - g. Translation of the Bible.
2. Lancaster and York:
 - a. War with France, Agincourt.
 - b. Trouble with Scotland.
 - c. The Siege of Orleans, Joan of Arc.
 - d. Hundred Years war ends.
 - e. War of Roses begins.
 - f. Benevolences begin.
 - g. Introduction of printing.
 - h. Battle of Bosworth Field.

VI. The Absolute Power of the Crown, The Tudors:

1. Lancaster and York united.
2. Strong government established.
3. Taxation without consent of Parliament.
4. King becomes head of church.
5. Protestant religion established.
6. Trade and explorations.
 - 1—Raleigh, Drake, Hawkins.
7. Literature.
 - 1—Shakespeare, Ben Johnson, Spenser.

VII. The People against the King, The Stuarts:

1. People demand religious freedom.
 - a. Puritans.
 - b. Pilgrims.
2. Petition of Rights granted by King.
3. The commonwealth.
 - 1—House of Lords abolished.
4. Age of Milton and Bunyan.
5. Reign of William and Mary.
 - a. Bill of Rights.
 - b. Increased freedom given to the press.
6. War of the Spanish Succession.
7. Union of England and Scotland.

VIII. Government by the People, The House of Hanover:

1. Walpole originates modern cabinet system.
2. War of the Austrian Succession.
3. Extension of British power.
4. Union of Ireland and Great Britain.
5. American Revolution.
6. War with France.
7. Discoveries and Inventions.
8. Reforms.
9. Reign of Victoria, Democratic era.
 - a. The British Empire, the greatest empire in the world.
 - b. How governed.
 - c. Its elements of strength.
10. Reign of George V
Present day events.

Text book, Tappan's England's Story.

Houghton, Mifflin Co., Chicago.

References:

1. Tappan's European Hero Stories,
Houghton, Mifflin Co., Chicago.

2. Dickens: A Child's History of England.
3. Emerton: Medieval Europe.
Ginn & Co., Chicago.
4. Green: A Short History of the English People.
American Book Co., Chicago.
5. Freeman: The Norman Conquest.
Dodd, Mead & Co., Chicago.
6. Greenslet: The Quest of the Holy Grail.
Curtis & Cameron, Boston.

EIGHTH GRADE.

United States History.

Many facts in United States History have been gained in the sixth grade. The study of English History in the seventh grade prepares the pupil to understand the close relation between our government and institutions and those of England.

Special emphasis is given to the chief facts, the important men and the significant events that have helped to make the United States one of the world powers.

The work continues throughout the year and covers the history of the whole period from the first discoveries and explorations to the present time.

Tabulations, maps, charts, topical outlines, poems and pictures are used to strengthen and illuminate the impressions made by a study of the text.

Fall Term.

I. Discovery and Exploration:

1. Pre-Columbian.
 - a. The Norsemen.
 - (1) Eric the Red. (2) Lief the Lucky.
2. During the Fifteenth Century:
 - a. Conditions in Europe in respect to:
 - (1) Geographical knowledge.
 - (2) Means of communication.

- b. Commercial conditions the immediate impetus.
 - (1) Routes of trade.
 - (2) Need of new communications with the East.
 - (3) The Crusades.
- c. The search for a new route to the Orient.
 - (1) Attempts made by the Portugese.
 - (a) Diaz, Da Gama.
 - (2) Attempts made by the Spanish.
 - (a) Columbus seeks a new route and finds a new world.
3. Explorations in America.
 - a. The foundation of claims to territory.
 - (1) The Spanish:
 - (a) Americus Vespuceus.
 - (b) Bolboa, The Pacific Ocean.
 - (c) Magellan, circum-navigator of the globe.
 - (d) De Soto, The Mississippi river.
 - (e) Ponce-de-Leon, Florida.
 - (f) Menendez.
 - (2) The English.
 - (a) The Cabots.
 - (b) Hawkins, Drake.
 - (c) England's supremacy on the Atlantic coast.
 - (d) Raleigh, Gilbert.
 - (e) The Spanish Armada.
 - (3) The French.
 - (a) Attempted settlements along Atlantic coast.
 - (b) Fisheries.
 - (c) Fur trade in Canada.
 - (d) Quebec, 1608.
 - (e) Explorations of the Mississippi, the missionaries.

- (4) The Dutch.
 - (a) Henry Hudson.
 - (b) Trading post at Albany. Why important.
 - (c) The Patroons.
- 11. The Period of Colonization:
(Conditions favored by commerce and religious unrest.)
 - 1. Virginia:
 - a. Formation of London and Plymouth companies.
 - (1) Why formed.
 - (2) Boundaries.
 - (3) Exact wording of charter.
 - (4) First permanent settlement at Jamestown
 - (5) Beginning of slavery, 1619.
 - (6) First representative government.
 - b. Virginia as a royal province.
 - (1) Governors.
 - (2) How appointed.
 - (3) Growth of population.
 - (5) Bacon's rebellion.
 - 2. The New England Colonies.
 - a. The Plymouth Company.
 - b. Religious conditions in England.
 - (1) Catholics.
 - (2) Protestants.
 - c. Religious conditions in America.
 - (1) The Pilgrims.
 - (2) The Mayflower compact.
 - (3) Early years of Plymouth company.
 - d. Government.
 - (1) In whom vested.
 - (2) Local affairs, how managed.
 - e. Union of Plymouth company and Massachusetts.
 - 3. Massachusetts Bay Colony.

- a. The Puritans.
 - (1) Their origin and ideas.
- b. Religious motives for founding colony.
- c. Intolerance, the prevailing spirit.
 - (1) Roger Williams, Anne Hutchinson.
- d. Government.
 - (1) Representative.
 - (2) Right to vote given to church members only.
 - (3) Town the unit.
- 4. Connecticut.
 - a. Settlement formed by people from Mass.
 - b. Dangers from the Dutch, English and French.
 - c. Government.
 - (1) Town the unit.
 - (2) Written constitution.
- 5. Rhode Island:
 - a. Government.
 - b. Religious freedom.
- 6. Maine:
- 7. New Hampshire.
- 8. Maryland.
 - a. Grant of territory.
 - b. Religious liberty.
 - c. The Claybourne rebellion.
- 9. New York:
 - a. The Dutch in control.
 - (1) Rise of New Netherlands.
 - (2) The Patroons.
 - (3) Government.
 - b. The English in control.
 - (1) Proprietary government
 - (2) Royal governors.
- 10. The Jerseys:
 - a. Land Granted Berkley and Sir George Carteret.

- b. Divided into East and West Jersey.
- 11. Delaware:
 - a. Held by Sweden.
 - b. Conquest by Dutch.
 - c. Under Duke of York.
 - d. Separate colony in 1703.
- 12. Pennsylvania:
 - a. Early settlements.
 - b. The Quakers.
 - c. The Charter of 1781.
 - d. The work of William Penn.
- 13. The Carolinas:
 - a. The Huguenots.
 - b. The cultivation of rice and indigo.
- 14. Georgia:
 - a. James Oglethrope.
 - b. Prohibition of slavery.
 - c. Colony a royal province.
- III. The Colonies before the French and Indian War:
 - a. Social and industrial conditions.
 - b. Number and kind of manufactures.
 - c. Trades and occupations.
 - d. Cities.
 - e. Travel.
 - f. Government.
 - (1) Charter colonies.
 - (2) Proprietary colonies.
 - (3) Royal colonies.
- IV. The Struggle for North America:
 - a. The growth of French power.
 - (1) In Canada.
 - (2) In the Mississippi Valley.
 - (3) In the Ohio Valley.
 - b. The Inter-Colonial War.

- (1) King William's War.
- (2) Queen Anne's War.
- (3) King George's War.
- c. The French and Indian War.
 - (1) Cause:
 - (a) Quarrel over the Ohio Valley.
 - (b) Valley occupied by the French.
 - (c) The Albany Congress.
 - (d) Braddock's defeat.
 - (e) Conquest of Canada.
 - (2) Results of war in America; colonies deep in debt. Dependence on England lessened.

Winter Term.

- V. The Period of the Revolution, Causes.
 - 1. Growing differences between the colonies and England.
 - a. New ways of living in America.
 - b. Social position compared with that in Europe.
 - c. England's colonial policy.
 - (1) Colonies for benefit of mother-country.
 - d. Trade controlled by:
 - (1) Navigation acts.
 - (a) Chief products sent to England.
 - (b) Only English or American vessels used.
 - (c) Colonial trade confined to England.
 - (2) Sugar Act.
 - 2. The Writs of Assistance.
 - (a) First decided symptoms of a sign of a change.
 - 3. The Stamp Act.
 - a. Declared purpose; to defend the colonies.
 - b. Real purpose; to enforce laws against colonies.
 - 4. The Stamp Act Congress:
 - a. Called to consider measures of resistance.

- b. Composed of delegates from nine colonies.
 - c. Adopted a declaration of rights and grievances.
 - d. Firmly asserted rights of colonies to make all laws taxing themselves, declaring that this privilege belonged to every British subject, "No taxation without representation."
5. The Townshend Acts.
- a. Tax on all painter's colors, lead and tea.
 - b. Board of customs in Boston to collect these duties.
 - c. Two regiments in Boston to assist in collecting.
 - (1) Colonies make objection.
6. Boston Tea Party.
7. The Committees of Correspondence.
- a. How organized.
 - b. Results accomplished.
8. The Four Intolerable Acts.
- a. The Boston Port Bill.
 - b. Transportation Act.
 - c. Massachusetts Bill.
 - (1) Changed charter.
 - (2) Set up military government.
 - d. Quebec Act.
9. The First Continental Congress.
- a. Its work, The Declaration of Rights.
 - b. England's attitude toward this action.
10. War for Independence.
- a. The original purpose not separation.
 - b. Growth of the idea of separation.
11. The Declaration of Independence.
- a. Effect on the war.
 - b. Political thought.
12. Military Operations.
- a. Comparison of opposing parties.
 - (1) Strength.
 - (2) Numbers.

- (3) Financial condition.
 - (4) Geographical position.
- b. Beginning operations.
 - c. Burgoyne's campaign.
 - d. Operations in the south.
 - e. Yorktown.
 - f. The peace movement.
 - g. War in the west.
13. Financial condition of the colonies.
- a. Industrial resources.
 - b. Low state of credit.
 - c. States reluctant to supply funds.
 - d. Sources of revenue.
 - (1) Loans.
 - (2) Paper money.
 - e. Treaty of Peace.
 - f. Cost of the war.
14. Condition of country at close of war.
- a. Internal dissensions.
 - (1) Congress weak.
 - (2) People divided.
 - (3) State jealousies.
 - b. Foreign relations.
 - (1) The French Alliance.
 - (2) Treaty with England.
 - (3) Relations with Spain.
 - c. Effects of war.
 - (1) Independence of the colonies.
 - (2) Period of internal re-adjustment.
 - (3) The growth of Institutions.
 - (4) The growth of American commerce.
- VI. The necessity for and the development of the idea of federation among the colonies.
- a. The New England Confederation, 1643.
 - (1) Union of Mass., Plymouth Conn., and N. H.

- (2) United for protection against Indians, Dutch and French.
 - (3) Each colony sent two delegates to Congress.
 - (4) Lesson learned: give up something for common good, strength through union.
2. Albany plan of Union, 1754.
 - a. Proposed by Franklin: for mutual defense, to act more quickly and with greater power.
 - b. Purpose:
 - (1) Self protection.
 - (2) To levy taxes.
 - (3) To make treaties.
 - c. Failure of plan.
 3. The Stamp Act Congress.
 - a. Purpose.
 - (1) Fighting for the rights of Englishmen.
 - b. Objected to England's method of taxation.
 4. The Committees of Correspondence.
 - a. Purpose.
 - (1) To acquaint colony with what was going on in each of the others.
 - b. Urged united action to resist importation of tea.
 5. First Continental Congress.
 - a. Called to secure united action, on the part of the colonies, to resist taxes imposed by England.
 - b. Raised and organized army.
 - c. Borrowed money and issued paper money.
 - d. Built navy.
 6. The Declaration of Independence.
 - a. State's rights.
 - b. Need of union kept growing.
 - c. Feeling of resistance also kept growing.
 - d. Struggle for rights of Englishmen gave place to struggle for rights of men.
 - e. United colonies became United States.

- (1) Liberty bell.
 - (2) Independence Hall.
- f. "These United colonies are, and of right ought to be free and independent states." Richard Henry Lee.
7. Articles of Confederation.
 - a. Formation of 1776-1781.
 - b. Weaknesses of:
 - (1) Gave much power to states, little to general government.
 - (2) Confederation a league of friendship.
 - (3) Controlled army but no means of paying.
 - (4) Could ask for, not demand money.
 - (5) Too weak to preserve order.
 - (6) No national courts.
 8. Ordinance of 1787.
 - a. Laid foundation for government of territories.
 - b. Prohibited slavery in Northwest territory.
 - c. Religious freedom to all.
 - d. Provisions for school and education.
 9. The Constitution.
 - a. Circumstances leading to its adoption.
 - (1) The Convention.
 - (2) Composition of this body.
 - (3) Suggested plans.
 - (4) Compromises.
 - (5) Ratification
 - (6) Election of officers.
 - b. The organization of the government.
 - c. The study of the Constitution.
 - (1) Congress composed of:
 - (a) Senate.
 - (b) House of representatives.
 - (2) Sessions of Congress.
 - (3) Powers of Congress.
 - (4) The Judiciary.

- d. The Cabinet.
 - e. The Public Debt.
 - f. The United States Bank.
- VII. The struggle for Commercial Independence.
- 1. The European situation.
 - a. Relations with England.
 - (1) Attitude of the colonies.
 - (2) Grievances.
 - (3) Jay's mission.
 - b. Relations with France.
 - (1) Question of treaty obligations.
 - (2) The X. Y. Z. affair.
 - c. Relations with Spain.
- VIII. The industrial development of the country.
- 1. Progress of our country.
 - 2. Settlement of boundaries.
 - 3. The rising west.
 - 4. The highways of trade and commerce.
 - 5. Politics.
 - 6. The tariff.
 - 7. Nullification troubles.
 - 8. Difference in the industrial development of the north and south.

Spring Term.

- IX. The development of the slavery question and the growth of sectional feeling.
- 1. First slaves in America.
 - 2. Natural conditions affecting location of slaves.
 - 3. Constitutional convention.
 - 4. Northwest ordinance.
 - 5. Missouri compromise.
 - a. Provisions of—
 - 6. Tariff questions.
 - (1) The Webster-Hayne debates.

- (2) 1832, Nullification troubles.
 - (3) 1833, Clay's compromise tariff.
7. Organization of anti-slavery societies.
 - a. The abolitionists.
 - b. Liberty party.
 - c. Free soilers.
 - d. Effects of movement on north—on south.
8. Right of petition.
9. Struggle for more slave territory.
 - a. The Texas question.
 - b. The Mexican War.
10. The Wilmot proviso.
11. The California question.
 - a. Debates in Congress.
 - b. Attitude of South, Calhoun-Seward.
 - c. Attitude of North, Clay-Webster.
12. Compromise of 1850.
13. Fugitive slave law, "underground railroad."
14. Anti-slavery writers.
15. Kansas-Nebraska bill.
 - a. The race for Kansas, "Bleeding Kansas", why?
 - b. Results of conflict.
16. Republican party organized, defeated.
 - a. Election of Buchanan, how brought about?
 - b. Dred Scot case.
17. Lincoln's attitude toward slavery.
18. Lincoln's nomination and election.
19. Secession.
 - a. Reasons.
 - b. States seceded.
 - c. Confederate government.
- X. The Civil War.
- 1. Strength of parties.
 - 2. Comparison of North and South.

3. Lincoln's first inaugural address.
4. Fall of Fort Sumter.
5. Battle of Bull Run.
 - a. Results.
 - b. Effects.
6. Gettysburg.
7. War in the West.
8. Peninsular campaign.
9. Sherman's march.
10. War along the coast and on sea.
11. The draft.
12. Emancipation Proclamation.
13. Cost of the war.

XI. Reconstruction.

1. Lincoln's plan.
2. Johnson's plan.
3. Congressional plan.
 - a. The fourteenth amendment.
 - b. The fifteenth amendment.
4. Impeachment of the President.
5. Internal development.
 - a. Travel.
 - b. Transportation.
 - c. Communication.
6. Progress of restoration of states.
7. New political parties.
8. Grant's election.

XIII. The New Nation.

1. Financial conditions.
 - a. Panic of 1873.
2. Political re-action.
3. Hayes' administration.
 - a. The Bland-Allison Silver Bill.
4. Garfield and Arthur.
 - a. Assassination of Pres. Garfield.
 - b. Civil service reform.

5. The Democrats in power.
 - a. The tariff.
 - b. Presidential succession.
 - c. Interstate commerce commission.
6. Election of Harrison.
 - a. Protective tariff.
 - b. New pension laws.
 - c. The Sherman act.
7. Cleveland's second term.
 - a. New platform of Democratic party.
 - b. Economic and social disturbances.
 - c. Panic of 1893. The strike.
 - d. The Columbian Exposition.
 - e. Foreign relations and arbitration.
8. The campaign of 1896.

XIII. A New Industrial Era.

1. The New Northwest.
 - a. Extension of railroads.
 - b. Admission of new states.
 - c. Inventions.
 - d. A new Indian policy.
2. The New South.
 - a. Productions and manufactures.
 - b. Educational and social changes.
3. New inventions and industrial problems.
 - a. Growth of business corporations and labor organizations.
 - b. The Chicago anarchists.
 - c. Strikes.
 - d. Growth in the means of education.
4. The beginnings of expansion.
 - a. Spanish and American interests conflict.
 - b. War with Spain.
 - c. The destruction of the Maine.
 - d. Capture of Manila, Treaty of Peace.
 - e. Results of the war.

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- f. Relation of national government to its colonial dependencies.
5. Insurrection in the Philippines.
6. The assassination of Pres. McKinley.
7. Roosevelt's administration.
 - a. Self government in Cuba
 - b. The Isthmian canal.
 - c. The Alaskan boundary dispute.
 - d. The St. Louis Exposition.
8. The administration of President Taft.

Events of to-day.

Biographical stories should be used freely: Lives of Hamilton, John Quincy Adams, Madison, Jefferson, Fulton, Whitney, Edison, Daniel Webster, Henry Clay, Calhoun, Lincoln, Longfellow, Whittier, Emerson, Grant, Jackson, and many others.

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7. Hart: The Formation of the Union. Longmans, Green & Co., Chicago.
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9. Elson: History of the United States. MacMillan Co., N. Y.
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