

SCHOOL MANUAL  
INYO COUNTY, CAL.



**MRS. RUTH W. LEETE**  
County Superintendent of Schools

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Incoming officer, January 1, 1931

**MRS. ADA W. ROBINSON**  
County Superintendent of Schools

## FLAG CODE OF THE UNITED STATES ARMY

1. In raising or lowering our National Emblem, it must not be allowed to touch the ground.
  2. It must be raised before the opening of school, and lowered soon after its close each day.
  3. On Memorial Day it must be raised to half-mast, where it remains till noon, then it must go to top staff till evening.
  4. It must never be allowed to remain up after sundown.
  5. The blue field must always be at the top, otherwise it is a signal of distress.
  6. A valuable flag is not expected to remain up during a storm.
- To leave the flag up all night indicates that the place over which it floats is besieged by its enemies.
- In raising the flag to half-mast, it must first go to top mast, and then be dropped to half-mast.
- At "half-mast" means only about the width of the flag below its usual place on the staff.

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## SALUTE TO THE FLAG

In pledging allegiance to the Flag of the United States of America, the approved practice in schools, which is suitable also for civilian adults, is as follows:

Standing with the right hand over the heart, all repeat together the following pledge:

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands; one Nation indivisible, with liberty and justice for all."

At the words "to the flag," the right hand is extended, palm upward, towards the flag, and this position is held to the end, when the hand, after the words "justice for all," drops to the side.

Civilian adults will always show full respect to the flag, when the pledge is being given, by merely standing at attention, men removing the headdress. Persons in uniform should render the right-hand salute.

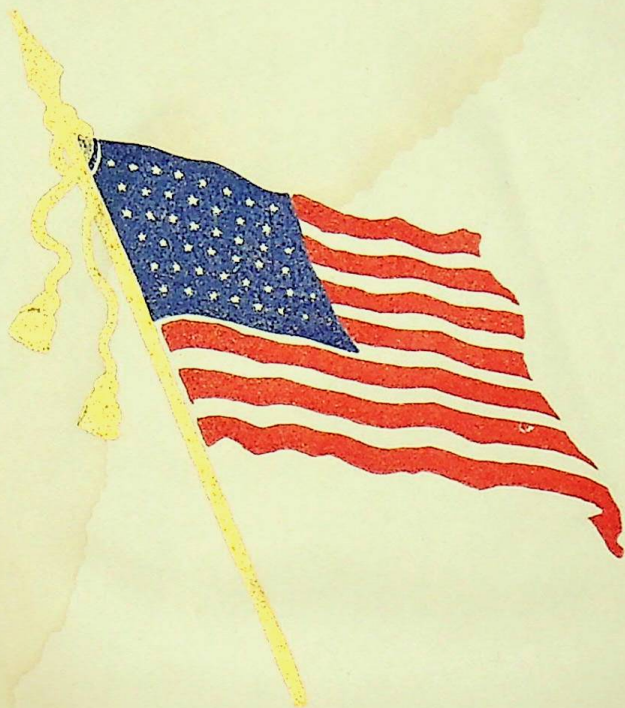
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## AMERICA'S CREED

I believe in the United States of America, as a government of the people, by the people, and for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect Union, one and inseparable, established on those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I, therefore, believe it is my duty to my country to love it, to support its constitution, to obey its laws, to respect its flag, and to defend it against all enemies.







## INTRODUCTION

The Board of Education of Inyo County presents this Course of Study for the guidance of the teachers of the county.

It has been prepared, adopted and published under the authority of the School Law of California, and MUST be followed by all the teachers.

While the Course has been outlined in detail somewhat, and suggestions as to material and method for each grade have been made, the Board wishes to be understood that the Course of Study is not intended to be a rigid guide in all details and methods. The suggestions and working directions contained herein are not intended to hinder any teacher in the exercise of his tact, originality and skill in the presentation of any subject.

The Board of Education has based this Course upon the work expected to be accomplished by a school maintained nine months during the year.

**TEACHERS ARE URGED TO MAKE A DAILY STUDY OF ITS PROVISIONS AND SUGGESTIONS, THAT THEY KNOW WHAT IS EXPECTED TO BE DONE BY THEM.**

Trustees and patrons are asked to read it also, and their interest and assistance is solicited in the effort to make of our boys and girls, good citizens.

The Board has kept in mind the fact that the school life, to a large number of pupils, is brief, therefore it has emphasized the duty of assisting pupils to see the necessity of being thorough in the things that fit for fighting life's battles.

The Board asks the hearty and sincere co-operation of every teacher in the county in working for the upbuilding and betterment of our schools.

The Board wishes to acknowledge its indebtedness for general ideas and suggestions to the Courses of Study, of many counties of the State.



## INSTRUCTION TO TEACHERS

TEACHERS ARE EARNESTLY REQUESTED TO READ AND STUDY THIS MANUAL FROM BEGINNING TO END, AND MAKE THEMSELVES FAMILIAR WITH ITS CONTENTS.

The school law requires teachers to notify the County Superintendent before taking charge of a school, and one week before closing, giving date of opening and closing. (See Section 5,541, Art. II Chapter IV of School Law.)

Whenever school is to be closed for any length of time notify the County Superintendent in time, so that a day may not be lost in attempting to visit the school.

Use every effort to promote regularity of attendance. This is of importance, not only to the pupils educationally, but to your district financially.

See that your school room is neat and tidy. No matter how old or unattractive your school house may be there is no reason why the school room and every desk therein should not be kept neat and clean. Surroundings have much to do with the conduct and character-formation of a child. Then let us make the surroundings as pleasant as possible.

The temperature of every school should be regulated by a good thermometer, which should be observed with care. Much of the health and mental powers of the pupils depend upon the proper heating and ventilating of the school room; hence this important thing should not be neglected. If your pupils grow drowsy or restless, throw open the windows and give them a few minutes' drill in relief work, or take a five-minute recess. During recess, open the windows at the top and bottom. **MAKE THIS A DUTY AND ATTEND TO IT.**

Do not promote pupils during school term without consent of the Superintendent nor accept pupils in any grade without having on file, reports of completion of work of previous grade.

The teacher's duty to the parents is a very important one. He stands in their place for several hours of each day, and so he should keep them informed as to the progress, or lack of progress, of their boys and girls; about their conduct, whether good or bad, and about any other matter of vital interest to them, for the average parents are **VERY MUCH** interested in their children and have a right to know just how they are getting along. In talking with parents concerning their children the teacher should be very careful to be honest in his report of the pupil's work and conduct. This may be unpleasant at times, but it is too important a matter to do otherwise. Usually by stating the case as it is, but tactfully, of course, the parents' help may be secured and conditions improved.

### FILE CERTIFICATE.

Every teacher in the public school must file his or her certificate with the County Superintendent of Schools before taking charge of a school.

### ENFORCE COURSE OF STUDY.

Teachers must enforce the course of study, use the legally authorized text books, and follow the rules and regulations pre-



scribed for schools as laid down in the School Laws of the State of California.

**REGISTERS.**

Teachers must keep the school register as directed by the State Superintendent. It is urged that the monthly reports be made out at the end of each month.

**SUPPLIES.**

Teachers should be ECONOMICAL with supplies. They should also buy only those books for the library which are adopted by the County Board of Education and which are mentioned in this manual.

Teachers must file copy of supply list with trustees at least one week before dismissal.

**RULES.**

Teachers should read to the pupils from time to time the rules governing their conduct, as found in the register.

**PROGRAM.**

Place program of recitations in register as soon as the work of the school has been organized.

**RECESSES.**

Teachers should mingle with their pupils on the play ground and supervise the play of the children.

**DISMISSAL.**

No pupil under eight years of age must be kept in school more than four hours per day.

**PROMOTION.**

Promotion in the fifth, sixth and seventh grades depends, not only upon the teacher's opinion, but also upon the County Board of Education's action. Graduation rests with the County Board. Do not tell a pupil he is promoted or graduated until the action of the County Board is known.

Do not promote in these grades without the consent of the Superintendent.



## HOLIDAYS

The holidays on which schools must close are:

Every Saturday. Every Sunday.

The first day of January.

The thirtieth day of May.

The fourth day of July.

The ninth day of September.

The eleventh day of November.

The twenty-fifth day of December.

Every day appointed by the President of the United States or by the Governor of California for a public fast, thanksgiving, or holiday.

Every day that the Board of School Trustees declare to be a school holiday.

See Section 3, 100-2 Art. II Chapter VII School Code. The holidays on which schools continue in session:

You will observe that election days are not school-closing holidays. But if the school house is to be used as a polling-place, the board of school trustees should meet and declare a holiday.

February 12. "Lincoln Day." The law provides that public schools shall hold sessions in the forenoon of that day to allow the customary exercises in memory of Lincoln—further provides that if February 12 falls on Sunday the Monday following to be observed as the holiday. If, however, it falls on Saturday, the Friday afternoon preceding shall be observed. (Note: It seems by the reading of the law an all day session must be held.)

March 7 of each year, being the anniversary of the birthday of Luther Burbank, is set apart by the statutes of this state as "Bird and Arbor Day," not as a holiday, but as an occasion for including in the school work suitable exercises having for their object instruction as to the economic value of birds and trees, and the promotion of a spirit to protect them.

Exercises on these days should have programs consisting of history stories, recitations, essays, etc. Generally, the program is supplied by the history classes, but the aim should be to use all the pupils as far as possible.

There are no half holidays. If school is dismissed for a half day count all absent for the day dismissed.

In making report at the end of the year enter no half-holidays.



## PATRIOTISM

The chief object of our public schools should be to teach our boys and girls to become good American citizens.

Early in life, the love of country should be planted in the heart of each child. Thousands of the children of America are offspring of foreigners. They are to become citizens of our country. Their first and best lessons in patriotism are had in our public schools. The teachers should, therefore, seek to impress upon these children the character of a true American citizen, and give them a proper conception of the relations they sustain to the land of their adoption. Therefore let our teachers see to it that all the children in our public schools, and especially those of foreign parentage, are imbued with a love of country; that they be taught to appreciate as far as may be the freedom they enjoy and to love the starry flag that is the emblem of their freedom. The teacher has no pleasanter or nobler task than that of instructing the pupils in the principles of patriotism.

Each school should observe the birthdays of our great and heroic men.

The flag should be raised every school day, and each school room should be provided with a flag. Every pupil must be able to give, while standing at salute, the pledge. This must be given as a part of the daily morning exercises, either within or outside the building.

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## READING

Since reading is the chief tool with which we acquire knowledge, it necessarily is the most important subject in the school curriculum. Upon a child's ability to read depends his success in other work. Pupils fail frequently in history, geography, and arithmetic because they cannot read understandingly.

The most important results to be obtained by the study of reading are:

**AIMS:** To be able to read understandingly and with a reasonable degree of rapidity; to open new fields of enjoyment; to gain new points of view; to give a permanent interest in good reading.

Investigations in recent years show that adult reading, almost in its entirety, is silent reading. Reading for expression should not be disregarded, but silent reading, reading for meaning, should be stressed.

Phonics should be regarded as a means to an end and not an end in itself.

Phonics and pure reading should occupy separate places on the program.

Results are what are looked for. Any method by means of which desirable results may be secured is acceptable.

### MINIMUM ESSENTIALS:

1. Each child in each grade should memorize at least 3 poems during the year.



2. He should memorize some of the best known lines from selections studied.

3. Review poems of the previous years.

#### **READING TABLES:**

Each room should be provided with a reading table and books and materials of interest should always be at hand.

#### **REFERENCE BOOKS FOR THE TEACHER.**

Following is a list of books in your County Library on the subject of reading that may be profitably read by all teachers:

Smith, N. B.—One Hundred Ways of Teaching Silent Reading.

Klapper—Teaching Children to Read.

Watkins—How to Teach Silent Reading to Beginners.

Classroom Teacher. 12 Volumes.

## **COURSE OF STUDY**

### **READING**

#### **First Grade**

Method—Beacon.

Prescribed—State Primer, Billy and Terry; State First Reader Jack and Jane.

Supplementary—Bolenius Primer and First Readers

Children's Own Readers—Pre-Primer, Primer, and Book I.

Horton-Carey—Wordland.

Moore-Wilson—Book I and II Grade I.

#### **Second Grade**

Method—Beacon, Introductory II and Second Reader.

Prescribed—State Series, Book II Magic Stores.

Supplementary—Bolenius Book II.

Children's Own Readers, Book II.

Horton-Carey.

Moore-Wilson.

#### **Third Grade**

Method—Beacon III.

Prescribed—State Series, Book III, Wonder Stories.

Supplementary—Bolenius, Book III.

Children's Own Readers, Book III.

Horton-Carey, Book III.

Moore-Wilson, Book III.

#### **READING TABLE MATERIAL—Suggested List.**

Read-Lee—Social Science Readers; Scribner's.

A Story About Boats.

An Engine's Story.

An Aeroplane Ride.

Dunn-Troxell—Baby Animals, Row, Peterson.

LaRue—The Billy Bang Book, Macmillan.

Serl—In Fable Land, Silver-Burdett.

Smythe—Reynard the Fox, American.



#### Fourth Grade

Prescribe—State Series 4th Reader.

Supplementary—Atlantic Reader I.

Bolenius IV.

Children's Own Readers, Book IV.

Silent Reader—Lewis & Rowland Book IV.

#### READING TABLE MATERIAL—Suggested List.

Stone—Stone's Silent Readers, Book III.

Dopp—Bobby and Betty in the Country; Rand, McNally.

Johnston—Books of Plays for Little Actors; American.

Lucia—Peter & Polly in Summer; American.

Peter & Polly in Winter.

Peter & Polly in Spring.

Peter & Polly in Autumn.

Stevenson—Children's Classics in Dramatic Form, Book I.

#### Fifth Grade

Prescribed—State Series, Fifth Reader.

Supplementary—Bolenius V.

Atlantic II.

Children's Own Readers, Book V.

Silent—Lewis & Rowland, Book V.

#### READING TABLE MATERIAL—Suggested List.

Carpenter—Stories Pictures Tell, Books I and II, Rand McNally.

Hudspeth—Oregon Chief, Ginn & Co.

Nida—A Child's Robinson Crusoe, Beckley-Cardy.

Wilkins—The Weaver's Children, American.

(A true story of pioneering times.)

Cooke—Nature Myths and Stories, Flanagan.

#### Sixth Grade

Prescribed—State Series, Sixth Reader.

Supplementary—Atlantic, Book III.

Children's Own Readers, Book VI.

Silent Reader—Lewis & Rowland, Book VI.

#### READING TABLE MATERIAL—Suggested List.

Harper-Hamilton—Treasure Trails, Far Away Hills, Macmillan Heights and Highways.

Winding Roads.

Calhoun—Little Folks in History, Macmillan.

Little Folks in Art.

Little Folks in Literature.

Harvey—Robin Hood, Winston.

Lowe—The Arabian Nights, Winston.

Scudder—The Book of Legends, Houghton-Mifflin.

Williams—National Traits and Fairy Lore, Scribner's.

#### Seventh Grade

Prescribed—State Series, Seventh Reader.

Supplementary—Atlantic Book IV.

Reading and Literature, Book I; Haggerty.

Silent Reader—Lewis & Rowland, Book VII.



## READING TABLE MATERIAL—Suggested List.

Carpenter—Stories Pictures Tell, Books V and VI.

Wells—How the Present Came From the Past, Book I and II.  
Macmillan.Smith—Lowe-Simpson—Adventures in Reading, Book VI,  
Doubleday-Doran.

Stone's Silent Reader, Book VII; Houghton-Mifflin.

**Eighth Grade**

Prescribed—State Series, Eighth Reader.

Supplementary—Atlantic, Book V.

Reading and Literature, Book II.

Silent—Lewis &amp; Rowland, Book VIII.

## READING TABLE MATERIAL—Suggested list.

Bok—The Boy Who Followed Benjamin Franklin, Scribner's.

Rush-Winslow—The Science of Things About Us.

Washburne—The Story of the Earth, Century.

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## SPELLING

Spelling is a very important and often neglected subject. Two causes that lead to much poor spelling are: first, a lack of careful observation; second, incorrect pronunciation. Before a pupil learns to spell a word he should learn to pronounce it correctly. Dividing it into syllables properly will help the pupil to get a correct mental image of the word.

Teachers should insist upon correct spelling in all written work.

The teachers' manual accompanying the new State Series Spellers should be carefully studied by the teacher and the spelling taught by that method.

In all grades select the new words in lessons, have the pupils learn to spell these and use them in sentences of their own.

The Starch and Mirick Spellers have been adopted as supplementary to the State Texts in the hands of the teacher. Much valuable aid in methods may be found in these books. McCall's Speller is strongly recommended as supplementary.

Grades Two, Three and Four: The Test Speller Book I, Starch and Mirick.

Grades Five and Six: The Text Speller Book II, Starch and Mirick.

Teachers should endeavor as one of their chief aims to create the development of the idea of not making mistakes. Get your children to appreciate the fact that correct spelling is a mark of education. Teach use of Dictionary.

### SPELLERS

Book I, Second, Third and Fourth Grades, State Series with the lists recommended in the Spelling Manual and McCall's Speller.

Book II. Fifth, Sixth and Seventh Grades with the lists recommended in the Spelling Manual and McCall's Speller.

Eighth Grade—As the book for this grade has not yet been



published by the State, teachers will use, in hands of pupils, The Test and Study Speller Book III, Starch & Mirick, and McCall's Speller.

Special attention should be given to words used in the different subjects studied in these grades.

Desk copy—Horn-Ashbaugh.

## ARITHMETIC

No other subject in the school curriculum furnishes more abundant opportunities to develop habits of logical thinking and accurate statement than does Arithmetic.

Teachers should remember that in this subject, perhaps more than in any other, ACCURACY is of paramount importance.

Problems should be so arranged that the solving of one will prepare the mind to master the next. As the lists of problems given in the books are not always so arranged, teachers should observe these things, and omit such as are likely to confuse the pupil. Use diagrams to illustrate whenever it is possible to do so.

Drill the pupil thoroughly on examples embracing all the operations of ordinary business transactions, omitting abstruse problems that never, or rarely ever, occur in practical business.

Be sure that the pupil thoroughly understands the nature of a problem before he attempts to solve it. Much difficulty arises from a lack of this.

Insist on pupils being accurate and neat in their work.

No attempt has been made to segregate mental and written arithmetic by giving a different text in each. Mental work must always precede written. This, however, does not imply that no instruction is to be given in mental arithmetic; on the contrary, teachers are expected to give daily drills in mental work.

Ruch-Knight-Studebaker Work books, Books II-VII, have been adopted as part of the regular work in Arithmetic and should be used every day.

Prescribed—State Series throughout the grades.

### First Grade

Teach reading and writing numbers to 100.

Teach pupils to tell the page on which the lesson is found; to tell the number when written in Roman Numerals.

Teach simple combinations in addition and subtraction.

Emphasize constantly careful formation. All blackboard work and seat work should be checked for legibility.

### Second Grade

Continue the work of the First Grade, teaching combinations in addition and subtraction; and teaching the multiplication tables twos and threes.

Do thoroughly any work that is attempted.

Work book II Ruch-Knight-Studebaker.



### Third Grade

First Half—State Series—Book I to page 62. Learn the multiplication tables.

Second Half—State Series Book I Pages 62-125.

Work book III throughout the year.

### Fourth Grade

State Series—Book I, pages 125-185.

Second Half—Book I pages 185 to the end of the book.

Work book IV throughout the year.

### Fifth Grade

Work Book V throughout the year.

First Half—State Series, Book II to page 61.

Second Half—Book II, pages 61-123.

### Sixth Grade

Work Book VI throughout the year.

First Half—State Series Book II, pages 123-189.

Second Half—Book II, Page 189 to the end of the book.

### Seventh Grade

Work Book VII throughout the year.

First Half—State Series, Book III to page 67.

Second Half—State Series, Book III pages 67-129.

### Eighth Grade

Work Book VIII throughout the year.

First Half—State Series, Book III pages 129-185.

Second Half—State Series, Book III pages 185-241.

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## GEOGRAPHY

The teaching of the subject of Geography has undergone a great change within the last few years. In the past, too much valuable time has been given to unimportant details.

The study of Geography can very profitably be correlated with many other studies. Teachers should teach only what will be of benefit, and what can be retained.

Local home geography should be made the basis of teaching the subject in the earlier grades.

By the end of the third year pupils should know the points of the compass, the location of places near home, and the location of such prominent places as are mentioned in their reading lessons.

In the higher grades the subject should be so studied that the influence of the physical conditions of a country upon the habits and occupations of the people, should be made plain.

The Board recommends that map drawing be emphasized. In



this work, due regard should be given to proportion. It is not expected that the work shall necessarily be artistic, but that it will assist materially in fixing the shape and important facts connected with a country in the minds of the pupils.

Have a set of good maps where they are readily accessible to the pupils, and teach them to refer to them frequently in the preparation of all lessons where they will be of assistance.

In this, as in other subjects, the assigning of the lessons is very important. Make it clear to the pupil just what he is expected to learn, that he may waste no valuable time in unimportant details.

#### Fourth Grade

Geographical Reader, State Series.

#### Fifth Grade

Human Geography, Book One, Part I.

#### Sixth Grade

Human Geography, Book One, Part II.

#### Seventh Grade

Human Geography, Book Two, Part I.  
Teacher's Manual supplied by the State.  
California Geography, State Series.

#### Eighth Grade

State Series, Human Geography. Book Two, Part II.  
Teacher's Manual. California Geography, State Series.

### GEOGRAPHY BOOKS

The following books are suggested as aids in the teaching of geography and can be secured from the County Library.

#### Grades One to Three

Dopp—Tree Dwellers; Rand, McNally Co.

Early Cave Men.

Later Cave Men.

The Early Sea People.

The Early Herdsmen.

Fairbanks—Home Geography for Primary Grades; Rand, McNally Co.

Perdue—Child Life in Other Lands; Rand, McNally Co.

Smith—Holland Stories.

Eskimo Stories.

Carroll—Around the World Book I; Silver Burdett.

Perkins—Dutch Twins, Primer; Houghton Mifflin Co.

Eskimo Twins.

Farm Twins.

Thompson—Type Stories of the World; Harr Wagner.

#### Fourth Grade

Bolton & Adams—California Story; Allyn-Bacon.

Dakin—Great Rivers of the World; Macmillan.



Fairbanks—California, United States and the World; Harr Wagner.

Hunt—California the Golden; Silver Burdett.

Allen—How and Where We Live; Ginn & Co.

Carpenter—Around the World with the Children; American Book.

The Food We Eat.

The Clothes We Wear.

The House We Live In.

Perkins—Japanese Twins; Houghton Mifflin Co.

Salsbury—Boys and Girls California; Houghton Mifflin Co.

Snedden—Dokas the Indian Boy; D. C. Heath & Co.

#### Fifth Grade

Carpenter—North America; American.

Chamberlain—North America; Macmillan.

Trappan—Farmer and His Friends.

Husted—Stories of Indian Chieftains; Public School.

Lefferts—Our Own United States; Lippincott.

Perkins—Mexican Twins; Houghton Mifflin.

The Filipino Twins.

#### Sixth Grade

Fairbanks—Topical Outlines of Geography (South America, Europe, Asia, Africa;) Blackiston.

Powell—The Last Frontier; Scribner's.

Carpenter—New Industrial Readings; American.

How the World is Clothed.

How the World is Fed.

How the World is Housed.

Chamberlain—Asia, South America, Africa; Macmillan.

Fairbanks—Europe; Harr Wagner.

Little People Everywhere Series—Betty in Canada; Little, Brown, Co.

Chanda in India.

Collette in France.

Donald in Scotland.

Fritz in Germany.

Gerda in Sweden.

Haasan in Egypt.

Josefa in Spain.

Kathleen in Ireland.

Manuel in Mexico.

Marta in Holland.

Rafael in Italy.

Ume San in Japan.

Perkins—The Irish Twins; Houghton Mifflin Co.

The Italian Twins.

The Scotch Twins.

The Belgian Twins.

The French Twins.

Tolman—Around the World Series, Book IV, V. VI; Silver Burdett.



### Seventh Grade

Fairbanks—North America; Harr Wagner.  
 Allen—North America; Ginn & Co.  
 Our Cereal Grains.  
 Cotton and Other Useful Fibers.  
 Carpenter—New Industrial Readers; American.  
 Franck—Mexico and Central America; F. A. Owen.  
 Jordan—High Lights of Geography; World Book Co.  
 Pitkin—Seeing America; Macmillan.  
 Book I, Farm and Field.  
 Book II, Mill and Factory.

### Eighth Grade

Bandini—History of California; American.  
 Fairbanks—Topical Outlines of Geography; Blackiston.  
 (South America, Asia, Europe, Africa.)  
 Allen—Africa, Australia and Islands; Ginn & Co.  
 New Europe, South America, Asia.  
 Bolton & Adams—California Story; Allyn & Bacon.  
 Bowman—South America; Rand, McNally Co.  
 Dakin—Great Rivers of the World; Macmillan.  
 Gregory—Africa; Rand, McNally Co.  
 Wagner & Keppel—Lessons in California; Harr Wagner.  
 For other helpful books see the Childrens' Catalog.

## ENGLISH

### First Year

Tell stories to be reproduced by pupil. Have pupils repeat the story of the Reading Lesson. Correct use of language inculcated by example more than precept. During the last half of the year introduce the writing of sentence stories. Encourage freedom and fluency of expression in nature study, health talks, descriptions of pictures or scenes. Encourage the pupils to draw illustrations of their stories.

### Second Year

Continue the oral stories, paying attention to correct use of the common verb and pronoun forms. Have pupils illustrate their stories with drawings. Pupils should write stories of a paragraph or so upon familiar subjects. Should learn to commence sentences and proper names with capitals. They should punctuate their sentences with periods or interrogation marks.

### Third Year

Particular attention should be given to letter writing in all the grades above the third. Many pupils leave school without the ability to write correctly and neatly a business letter or even a letter of friendship.



Text—Sheridan-Kleiser-Mathews—Speaking and Writing English, Book in the hands of the teacher.

#### **Fourth Grade**

State Series—Speaking and Writing English, Fourth Grade.

#### **Fifth Grade**

State Series—Speaking and Writing English, Fifth Grade.

#### **Sixth Grade**

State Series—Speaking and Writing English, Sixth Grade.

#### **Seventh Grade**

State Series—McFadden English Series, Seventh Grade.

#### **Eighth Grade**

State Series—McFadden English Series, Eighth Grade.

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## **HISTORY**

### **Fourth Year**

Stories of Early American History—Gordy.

### **Fifth Year**

Beginner's History, Mace, State Series to page 194, used as a reader. Special attention should be given to the History of California.

Stories of Later American History—Gordy.

### **Sixth Year**

Text—State Series, Beginner's History from page 194 to the end. To be used as a reader.

Supplementary—Leaders in Making America—Gordy.

### **Seventh Year**

Text—The History of the American People, State Series, to Part V.

### **Eighth Year**

Text—The History of the American People, State Series.  
Complete the text.

The County Board recommends as reference books the following:  
Ruggs—An Introduction to American Civilization, (Seventh Grade), Ginn and Co.

Ruggs — Changing Civilization in the Modern World;  
(Eighth Grade); Ginn and Co.

See the Children's Catalog for other helpful materials.



## CIVICS

The study of Civics should train a child in the duties of citizenship. In the Primary Grades the work should be given in talks dwelling on the rights of individuals in the home, the school, and the neighborhood.

### Seventh Year

Twenty Lessons in Citizenship—Hennesy; in the hands of the teacher.

### Eighth Year

At least two periods a week, including a study of the Constitution of the United States. NO DIPLOMA OF GRADUATION WILL BE ISSUED UNLESS THE PUPIL HAS SATISFACTORILY PASSED AN EXAMINATION IN THE PROVISIONS AND PRINCIPLES OF THE CONSTITUTION OF THE UNITED STATES.

Text—How We Govern; State Series.

### CIVICS BOOKS

The Classroom Teacher.

Vol. I—Moral and Civic Education; Horn.

Vol. IV—Community Life and Social Study; Staran.

Turkington-Mugan-Pritchard—Lessons in Citizenship; Ginn & Co.

Cloud—Our Constitution; Scott, Forsman.

Forbush—Be Square; Scribner's.

Jenks & Smith—We and Our Government; America Viewpoint.

Parsons—Land of Fair Play; Scribner's.

(For fifth and sixth grades.)

Turkington—My Country; Ginn & Co.

(For seventh and eighth grades.)

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## PENMANSHIP

Handwriting No. I to No. VI has been prescribed by the State Board of Education for use throughout the grades.

It is just as necessary to continue to teach writing through the grammar grades as it is that we teach arithmetic through all the grades. The real reason for poor writing is not so much with the system used as it is in trying to make that system teach itself.

Teachers should at all times insist that pupils assume the proper position while writing and use the best effort consistent with the necessary speed.

Penmanship should never follow, immediately, a period of physical exertion.



## TRAINING FOR HEALTHFUL LIVING

For teachers much information could be gained by reading Dr. E. B. Hoag's "The Health Index of Children."

### First Year

Teach Cleanliness; give lessons on Care of the Nails, Teeth, Skin, Ears, Eyes, Nostrils and Feet.

### Second Year

Teach pupils what is gained from Correct Posture, Sitting, Standing and Walking. Teach the needs and benefits of Exercise.

### Third Year

Review the work of previous years. In addition teach in a simple way the effects of Alcohol and Tobacco. Reference — "A Journey to Health Land." Address.

### Fourth Year

Teach the Digestive System, continue talks on alcohol and tobacco. Reference—The Play House. Haviland.

### Fifth Year

Reference—Haviland; The Most Wonderful House.

### Sixth Year

Reference—Haviland; Good Neighbors.

### Seventh Year

Begin and complete the State Series—Primer of Physiology; Ritchie.

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## PHYSICAL EDUCATION

The course of study in physical education is contained in the State Manual in Physical Education, issued by the State Board of Education. The State Manual is a daily, practical guide in the leadership of physical training activities, and should be in the hands of all teachers, instructors and directors.

The State law requires 20 minutes per day in the elementary school. This minimum time allotment must come within school hours and apart from recess or intermissions.

The relationship between the instructional or teaching period during school hours and the play periods, especially the recess period, is very important. The minimum time in the instructional period prescribed by law is comparatively small when measured against the time in vigorous activity needed to secure the development of a physical and moral efficiency and disciplined citizenship. The child of elementary school age needs from four to six hours



of big muscle activity each day. This amount of activity can be gained only through teaching play activities that will be continued spontaneously during free hours and by a systematic organization of the play, or athletic periods.

The athletic, or play period before school, at recess or noon, or after school, will be successful in proportion to the kind of instruction given in the instructional period.

All activities, especially in the instructional and play period, should be conducted out of doors, unless weather conditions make this impossible.

In purchasing playground equipment trustees are requested to consult with Supervisor of Physical Education.

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## ART

Applied Arts, Lemos.

California State Bulletin 2F. In the hands of the teacher.

A suggestive course of study in Industrial Art.

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## MORALS AND MANNERS

Society expects the child trained in the public schools to know his rights and duties as a citizen; to know and to tell the truth and to keep one's promises, to have consideration for others, exemplified by fairness, politeness, gentleness.

The teacher is expected to embrace every opportunity to teach the principles of morality, good manners and upright citizenship. The uncompromising insistence on absolutely honest work from the pupil, the best of which he is capable, and the continual encouragement to improvement are formative influences that must never be lost sight of.

A clean, attractive, well-lighted school-room, a tidy well kept yard, a teacher who habitually impresses one as a lady or a gentleman, with all the qualities the word denotes, an air of earnestness and respect for the dignity of the teacher's profession, manifested in well planned and well conducted class work—all these things and many others do much toward character building.

If the teacher has not becoming manners, her teaching of manners will be futile, for the pupil will do as the teacher does, not as he is told to do. The teacher teaches by her manner, her expressions and her tones of voice; her character impresses itself upon the hero-worshipping minds of her pupils.



## MUSIC

The State has adopted the Progressive Music Series as State Series Text in Music.

This outline is planned to suggest material for a method of teaching music in the following schools: The "One Teacher School," "Two Teacher School," the regular "Graded School."

Teachers should be provided with Teachers' Manual State Series (Vol. I for Primary Grades and Vol. 2 for Grammar Grades.)

Children should be taught to take the key of the song from the pitch-pipe or piano and sing therefrom the first tone of the song. Teachers should sing for children, never with them.

Insist on soft, clear tones, correct rhythm, and distinct enunciation. Try to find suggestion for the interpretation of the music from the words of the song.

Every child should be encouraged to sing alone in his turn. Individual singing is the best method of curing monotones. Seat the musically weak children in the front seats; the strongest in the back seats. This plan prevents a child from hearing a tone poorer than its own.

### OUTLINE FOR THE ONE TEACHER SCHOOL

Have ten minute lesson daily, except Friday.

Material: State Series Music Reader, Book I.

Supplement with "Songs We Like to Sing" (Alexander.)

AIM: To have a large song repertory for the class room and to furnish a connecting link between the school and the home. (All of the songs in this book are songs the parents will delight in singing with the children.)

Method: Choose songs of interest to all children.

Teach by note.

Have individual singing and singing in small groups frequently.

Use accompaniments where possible and have them played correctly. Teach patriotic songs the pupils like.

### OUTLINE FOR THE TWO TEACHER SCHOOL

#### Primary Grade

Have ten minute lesson daily except Friday.

Material: Book, State Series; Teachers' Manual, State Series Vol. I.

AIM: To give a large vocabulary. To enable the pupil to gain a knowledge of the nature of music, and to learn its laws by means of music experience itself.

Method: See Teachers' Manual, page II. Follow "Six Pedagogical Steps" covering fifteen to twenty-five songs in this way.

Teach by note the songs outlined on pages 28, 29 30, 31 32, 33.

Observation lessons should be conducted from blackboard copies of the songs. Children in the first and second grades follow the board copies; books in the hands of the other children.

Note: In making copies of the songs on the board care should be taken to make large oval notes and heavy lined, wide spaced (one and three-fourths inches) staves. The whole copy should be placed low enough for the smallest children to reach.



For this phase of the work see Teachers' Manual, pages 70, 71, 72 and 73.

Teach patriotic war songs that pupils delight to sing.

#### Grammar Grades

Have ten minute lesson daily, except Friday.

Material: State Series, Book II. Supplement with the Common School Book of Music.

AIM: To give a large song vocabulary. To stimulate a desire to interpret music from the printed page.

Method: Study carefully the "Outline of Study," page 4, of the Introduction. Follow carefully the directions for this part of the work.

Cover portions of Parts I and II of this book in cycles, i. e., teach three or four songs from Part II for general singing; follow with eight or ten pages of Part I for study. Teach songs in Part II by note. Use syllables.

Have much individual work in both phases of the work.

VOICE: In grades where there are boys with changed or changing voices and adolescent girls, the songs in Part III should be introduced for study.

The help of an instrument is very valuable at this stage in order to give the correct pitch for the bass voice; the difficulty of illustrating this important phase of the work with a woman's voice is obvious.

INDIVIDUAL SINGING: To obtain tangible results in this grade, individual singing is indispensable.

Sing patriotic songs in all grades.

#### OUTLINE FOR THE GRADED SCHOOLS

##### First Year

Material: Book I, State Series.

Method: Teachers' Manual, pages 22 to 23.

##### Second Year

Material: Book I, State Series.

Method: Teachers' Manual, pages 34 to 73.

Books may be placed in the hands of children the last half of the second year. Most of the observation work, however, should be done from the blackboard copies of the songs used in connection with the books. The music "facts" must be learned in this grade by singing them by imitation from their symbols.

Avoid unnecessary talking.

##### Third Year

Material: Book I, State Series, (In the hands of pupils.)

Method: Teachers' Manual, pages 74 to 100.

In this grade the pupils should be led to correlate their former rhythmic experiences with the symbolic representation in the book. Much of the work must still be done by imitation.

Syllables should be used.

##### Fourth Year

Material: Book II, State Series. (In hands of pupil.) Part I to page 70. Part III, pages 129 to 147.



**Method:** The chapter headings indicate the problem in the song which is to be especially emphasized. These problems progress in difficulty through the book. Care must be taken to isolate the problem of the lesson from the song (after it has been learned by imitation) and drilling on it from the board until it is abstract knowledge. The test of this drill is the ability to recognize the problem in a new song.

#### Fifth Year

**Material:** Book II, State Series. (In hands of pupil.) Review Part I. Part II to page 128. Part II for rote singing.

**Method:** See Method Grade Four.

Part should be interchangeable, in two part singing. In this way each child will be able to read both parts.

#### Sixth Year

**Material:** Book III, State Series. (In hands of pupils.) Part I to page 65. Part III. All one and two part songs.

**Method:** Chapter headings should be followed and the problems taken up in progression.

Vary the drill.

Voices should be tested in this grade and children placed on the part to which in the judgment of the teacher they belong.

Boys with changed or changing voices in this grade should recite music with the eighth grade.

#### Seventh Year

**Material:** Book III, State Series. (In the hands of the pupils.) Part I and Part II. All two and three part songs in Part III.

See method Grade Six.

Voices should be very carefully watched in this grade and constantly shifted from part to part as they change.

Boys with changed voices should recite music with the eighth grade.

**Material:** Book III, State Series. (In the hands of pupils.)

**Method:** See "Table of Contents" and decide which chapter meets the needs of your particular school.

The voice is a very important problem in this grade. Each voice should be carefully tested several times during the year, and the child changed to the part to which he belongs.

Sopranos, second-sopranos, altos, alto-tenors and basses should be seated in separate sections.

They should be encouraged to study their separate parts (during the preparation of the song) in groups according to the "Group System."

A piano or organ is a very valuable help in this grade. The accompaniments (where there are accompaniments) are a very vital part of the songs. Where there are no accompaniments the parts may be learned, if necessary, with the aid of an instrument; but such songs are designed as complete without accompaniment and should be sung so in their final stage.

Teach patriotic songs in all grades. Pupils will be delighted to sing these songs. This is a good method of teaching patriotism.



## RULES AND REGULATIONS OF BOARD OF EDUCATION

### Officers and Members

The County Board of Education consists of five members, four of whom are appointed, two annually, by the Board of Supervisors, and the County Superintendent of Schools, member and Secretary ex-officio.

The President is elected annually, at the first regular meeting subsequent to the first day of July.

### Duties of Officers

The President shall preside at the meetings, appoint committees, sign diplomas, contracts, etc.

The Secretary shall call special meetings, keep a record of the proceedings of the Board, and perform such other duties as may be required by law.

### Powers

The County Board has power to examine applicants for Teachers' Certificates, grant Teachers' Certificates, prepare a Course of Study, and require its use in the schools, adopt books and apparatus to be used in the schools; examine pupils for promotion and graduation and issue certificates of promotion and diplomas of graduation; recommend teachers to the State Board of Education for Life Diplomas.

### Meetings

The regular semi-annual meetings of the Board will be held in June and December. Special meetings may be called by Secretary or upon the written request of three members.

### Order of Business

- 1—Roll Call.
- 2—Reading of Minutes.
- 3—Communications.
- 4—Reports of Committees.
- 5—Unfinished Business.
- 6—New Business.
- 7—Examinations.
- 8—Adjournment.

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## RULES FOR PROMOTION AND GRADUATION

The following rules shall govern said examination for graduation and promotion:

- 1—All teachers shall report to the Superintendent not later than March 20th the number of Fifth, Sixth, Seventh and Eighth



Year pupils who expect to take the examination, and also the dates for closing school.

2—The County Superintendent shall fix upon a week in which to hold the examination, and notify the teachers as soon as possible of said date.

3—All papers in all graduation and promotion examinations must be graded by the teacher and sent to the Superintendent, immediately. In upper right hand corner place, in blue pencil, pupil's daily record in subjects examined in.

4—At the first meeting after the examinations, the County Board of Education will canvass all the examination papers; and to those pupils in the 8th grade who make an average of 80 per cent on the questions submitted, the County Board will issue the State Diplomas of Graduation; PROVIDED a pupil that obtains a total average of 80 per cent, but falls to obtain 50 per cent in any of the test studies, shall be conditioned in that study, said condition to be made up at any regular meeting of the Board during the following year, or at the next school examination for diploma. The diploma will be withheld until such condition be removed.

Pupils in the 5th, 6th, and 7th Grades making an average of 80 will be promoted. The average of 80 to be based upon the teacher's records of daily work and the County Board's markings.

5—Pupils coming into this county from other counties, and wishing to try for diplomas, will be given credit for work previously finished ONLY when they bring their standing in those studies, endorsed by the County Superintendent, or City Superintendent of Schools, where they have attended.

6—In marking papers, conscientious care should be observed. The teacher is on trial as well as the pupil. Careless markings signify careless teaching, and no teacher who does this need expect favorable consideration.

7—Papers forwarded to the Board of Education in which there is evident collusion or fraud, or which in any way show evident carelessness or disregard on the part of either teacher or pupils for the rules prescribed by the Board, shall be rejected. The Board reserves the right to summon any applicant for a Diploma, for re-examination.

8—At close of each school year, promotions from the first, second, third and fourth grades shall be made by the teacher, but in schools having two or more teachers, the Principal shall approve.

9—The Board of Education will examine all pupils in the fifth, sixth, and seventh grades for promotion. It must be borne in mind that school work does not end when examinations are given. All promotions will be based on 50 per cent daily work and attendance until the last day of school, and 50 per cent on examination.

Report cards are furnished by the Superintendent.

10—Do not promote during school term without, consent of the Superintendent.

#### SYSTEM OF MARKING

Plus (+) and minus (—) with figures will be used to indicate strong and weak. Plus indicates strong and minus indicates weak.



## INYO COUNTY FREE LIBRARY SERVICE TO SCHOOLS

The elementary schools of the county have joined the Inyo County Free Library, and are all entitled to its service. They have access to the supplementary texts in the school department, now (1930) numbering more than 11,000 volumes, and also to the thousands of volumes in the general collection. The library also furnishes magazines, pictures, maps, globes, charts, stereographic views, and phonograph records.

Requests for all library material should be made to the County Free Library, Independence, Calif. California State Series text books should be ordered through the County Superintendent of Schools.

Maps, globes, charts and dictionaries are purchased for a school when needed, and are kept there permanently, being taken away only when needing repair.

Two invoices are sent with each shipment. The teacher should check the yellow one and return it without delay to the County Librarian, and keep the white one to show the material which she has on hand. When returning books, she should check on the white invoice the exact number of each title returned, so that she may know the number of books for which she is still responsible.

RECORDS should be packed most carefully in returning, in the cartons provided for that purpose, otherwise payment for broken records must be insisted upon. Two sizes of records should never be packed in the same box.

TRANSPORTATION charges are paid by the County Library. Please return books by parcel post, prepaid, notifying the Library of the amount, which will be refunded.

THE MAGAZINES subscribed for each school are limited by the school library funds. One copy of Current Events is provided for each school and the Normal Instructor and Primary Plans. One additional magazine may be had for each room in a school, for the children's reading.

THE COUNTY TEACHERS' LIBRARY is a part of the County Free Library, and each teacher is entitled to books for her personal and professional reading. Where there is no community branch, the school may secure books for adults also.

It is the desire of the County Free Library to be of the utmost service to all people. We are glad to have teachers and their pupils visit us whenever possible, to make personal selection of books and other material. Library hours are from 1-6 and from 7-9 p. m., but it is usually open in the morning as well, and we invite the teachers to make it their headquarters when in Independence.

For supplementary reading, use The Children's Catalog of 1200 books.



