Courses of Study
for the
City Schools of Juneau, Alaska
1915-1916

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Introduction

In presenting this course, it is not our aim to furnish a detailed account of the work to be accomplished in each grade. The details of the work should be carefully and systematically worked out by the teacher and supervisor and should be so arranged as to meet the needs of the particular group in each grade. The work attempted should, however, be based upon the outlined course as a minimum requirement.

In all teaching, the teacher should aim to teach the pupil what will be of use to him as a child and she should realize that a real situation presents opportunities for learning far in advance of a fictitious situation conceived by an adult mind and to be engrafted upon the child mind according to formula. The live teacher should, therefore, take advantage of every opportunity to teach facts that shall be useful to the child as a child, and should present these facts, in as many instances as possible, in the form of a real situation.

No course of study is at all adequate unless it takes into account the true aim of education which is to enable the individual to fit into and adapt himself to the environment in which he may be placed. Scholarship, as such, and the accumulation of facts unrelated to life and its needs for the mere sake of the facts is no longer a sufficient goal toward which to work. The environment of the child should be an object of study to the teacher. Textbook material should be made to correlate with community activities and industries. The baker, the butcher, the grocer, the watchmaker, the clothier, the post-master, the furniture dealer, the farmer, the miner, the druggist, the carpenter, the boat master, the fisherman—all these are familiar to the child and touch his life almost daily. Thru the proper use of the material afforded by the commonplace in the pupil's environment, the teacher may create in him a feeling
of the need for just such knowledge as he before has thought to be useless, uninteresting, and uninviting.

Jefferson stated the objects of primary education as he understood them as follows: (John Sharpe Williams, "Life of Jefferson.")

1. To give every citizen the education he needs to transact his own business.

2. To enable him to calculate for himself and to express and preserve his ideas, contracts, and accounts in writing.

3. To improve, by reading, his faculties and morals.

4. To understand his duties to his neighbors and his country, and to discharge with competence the functions confided in him by either.

5. To know his rights and to exercise with order and justice those he retains; to choose with discretion the fiduciary of those he delegates; and to notice their conduct with diligence, candor, and judgment.

6. In general to observe with intelligence and faithfulness all social relations under which he shall be placed.
Reading and Literature

The subject of Reading is an extremely important one. On the mastery of the art of reading to a large extent hangs the pupil's understanding and mastery of the other subjects of the curriculum. Reading should have two purposes—'to interpret written and spoken words and to express their meaning to an audience.' The teacher should have in mind three things which she is to teach in reading—1st, the mastery of symbols; 2nd, the appreciation or understanding of a writer's experience; 3rd, the expression of that writer's experience to others by means of a vocal mechanism. The mastery of word forms begins in the first grade. It is scarcely possible, however, to set any rules as to just which grades should concern themselves particularly with each of these three things. It is quite essential, in fact, that each grade concern itself to a greater or less extent with all three. Phonics should be so mastered in the lower grades that a pupil in the fifth grade will be able to handle any word of which he knows the meaning and many words whose meaning he does not know. It is especially the function of the intermediate and upper grades to teach meanings of words so that the writer's thought may be interpreted correctly and to continue the drill in expression as a means of conveying thought to others. If a pupil has not learned to read by the time he has completed the fourth grade, his chances of becoming a fluent reader are somewhat remote. This fact fastens a large responsibility upon the teachers of the lower grades.

As indicated in the outline, the pupil should begin the use of the dictionary in the fifth grade and should be encouraged to use it intelligently throughout the remainder of the course.

In reading, as in other subjects, require that the pupil stand on both feet in an erect attitude when
reciting. A slovenly attitude of body betokens and fosters a slovenly attitude of mind.

Supplementary readers are furnished in limited quantities. This list will be added to as opportunity permits. Supplementary reading material can be selected from other texts used in the grades.

Skill in interpretation and in expression is fostered by permitting a pupil to prepare a reading lesson from a supplementary text and present it before the class. The fact that he alone is responsible for the conveyance of the thought of the writer to the audience often brings out before unrecognized powers of expression.

In oral reading give careful attention to pronunciation, enunciation, and articulation and emphasis of words. Defects along any of these lines are in most cases a result of poor understanding rather than of faulty vocal organs. Private drills should be given where necessary.

The pupil should have an understanding of punctuation marks and their use. He should, however, be taught to view these not as artificially imposed hindrances but as guides to a true understanding and interpretation of the thought of the writer.

There is no one correct method of teaching reading. A combination of what are known as the word, phonic, and sentence method is perhaps best for teaching primary reading. It is perhaps best also to begin with the word and sentence method. The pupils can soon be led to discover that there are a number of words of the same sort in which similar sounds number of words of the same sort in which similar are found. This leads to an introduction of phonics and from this the building up of new words and sentences. Phonics drills should be given in a period separate from the regular reading period. In addition to learning the sounds of the letters, the pupils in the first grade should also be taught the names of the letters in alphabetical order.

In reading, as in other subjects, the item of interest as an incentive to work should not be overlooked by the teacher.

Above the third grade, the cultural side of reading should receive increasingly more attention and in the
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sixth, seventh, and eighth grades the pupil should have
developed an impulse and an increased appreciation for
the beautiful in literature.

Current Events

The weekly paper, "Current Events," is to be used
in grades six, seven, and eight. While listed under
the course of reading, the paper should be used in vitalizing
any subject in the curriculum to which it can be made
to apply. The teacher will find in it abundant material
for supplementing and making vital any of the following subjects: Reading, Language, History, Civics, Geography, Spelling, Hygiene.

FIRST GRADE
Beacon Primer—Fassett.
Beacon First Reader—Fassett.
Primer—Cyr (Supplementary)
First Reader—Cyr (Supplementary)

Phonics

In phonics use phonograms beginning with a vowel
and ending with a consonant (as, for example: at
an, ack) in place of those beginning with a con-
sonant and ending in a vowel as suggested in the
Beacon Primer.

SECOND GRADE
Progressive Road to Reading—Book I—Burchill &
Ettinger.
Beacon Second Reader—Fassett.
Stepping Stones to Literature—A Second Reader—
Arnold & Gilbert.

Phonics

THIRD GRADE
Aldine Third Reader
Beacon Third Reader
Children's Classics in Dramatic Form—Book II—
Stevenson (Supplementary)

Phonics
FOURTH GRADE
Blodgett Fourth Reader
Literary Reader—Book IV—Young & Field
Children's Classics in Dramatic Form—Book II
Stevenson (Supplementary)
Phonics

FIFTH GRADE
Literary Reader—Book V—Young & Field
A Little Brother to the Bear—Long
Systematic Dictionary Work—Webster's Primary Dictionary

SIXTH GRADE
Dickens' Christmas Carol—(Riverside edition)
Literary Reader—Book VI—Young & Field
Tales from Shakespeare—Lamb (Supplementary)
Systematic Dictionary Work—Webster's Primary Dictionary

SEVENTH GRADE
Courtship of Miles Standish—(Riverside edition)
Snowbound—(Riverside edition)
Selections from the Sketchbook—(Glenn)
Selections from "Poetry of the People" Gayley & Flaherty—as follows (Supplementary)
Robin Hood and Little John
Robin Hood Rescuing the Three Widow's Sons
Robin Hood and Allan a Dale
Robin Hood's Death and Burial
The Wife of Usher's Well
Henry the Fifth's Address to His Soldiers Before Harfleur
The Burial of Sir John Moore
The Bailiff's Daughter of Islington
Blow, Blow, Thou Winter Wind
The Old Scotch Cavalier
The Lament of the Irish Immigrant
Columbus
Systematic Dictionary Work—Webster's Common School Dictionary

EIGHTH GRADE
As You Like It—(Riverside edition)
Vision of Sir Launfal—(Riverside edition)
FOURTH GRADE
Reader
Book IV—Young & Field
in Dramatic Form—Book III—Suplementary)

FIFTH GRADE
Book V—Young & Field
the Bear—Long
ary Work—Webster’s Primary Dict.

SIXTH GRADE
Carol—(Riverside edition)
Book VI—Young & Field
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Standish—(Riverside edition)
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Sketchbook—(Ginn)
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EIGHTH GRADE
Riverside edition)
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Evangeline—(Riverside edition)
Selections from “Poetry of the People” Gayley &
Flaherty as follows: (Supplementary)
The Field of Waterloo
Recessional
This Is My Own My Native Land
The Songs of America
Landing of the Pilgrims
The Thanksgiving in Boston Harbor
Concord Hymn
The Sword of Bunker Hill
Washington’s Statue
Old Ironsides
The American Flag
The Reveille
Sheridan’s Ride
The Blue and the Gray
O Captain! My Captain!
The Parting of the Ways
Systematic Dictionary Work—Webster’s Common School
Dictionary

English

The particular function of language is “to communicate ideas thru words with accuracy and effectiveness” and every course in English should have these two aims as a basis on which to build. A further aim should be to give pupils an understanding and appreciation of the best literature and to establish a habit of reading the best books.

A study of English should result in the correct use of English in daily conversation, the enlargement of the vocabulary, and a growing power to think and maintain continuity of thought in oral and written expression.

The oral work in stories, nature study, and in the experiences of daily life presents the best material for implanting good conversational English. The work of the first three grades must necessarily be of this nature. The pupil should learn to talk before an attempt is made to teach him to write. Inexperienced teachers sometimes attempt to reverse the process to the general