

spelling, punctuation, and capitals. Write small letters and capitals of the whole alphabet, on slates and blackboards, and use pens, ink, and paper in classes provided with desks, which unfortunately are not as numerous as necessary. Oral lessons upon colors and common plants, and conversations upon wild animals. In vocal music they review and continue the practice of the scales, and learn four more songs from the First Music Reader, and frequently as many by rote. They also copy from the blackboard upon their slates exercises in musical notation, including notes and rests, long and short; staff, lines, spaces, and degrees, measures, bar, double bar, and the G clef.

In this grade the hours of study, the frequency and duration of recesses, and the recurrence of physical exercises, are the same as in the preceding. In both these grades any one lesson seldom exceeds fifteen or twenty minutes. The importance of variety, the necessity of frequent change are fully recognized and prescribed by the Manual, if not always remembered and observed by unfaithful or otherwise incompetent teachers.

SIXTH GRADE.

Language.—Correcting common errors in daily speech; copying from the Reader lessons or parts of lessons, to teach spelling, punctuation, and use of capitals; practice in the use of capitals; writing from memory short abstracts of easy reading lessons as a preparation for original composition; picking out and naming nouns, adjectives, and articles in the reading lessons; weekly dictation of paragraphs to be written; spelling of tabulated words at the head of each reading lesson; abbreviation of words often abbreviated, as they occur in the Reader.

Numbers.—Multiplication and division, using one figure for multiplier or divisor. Review work of preceding grade.

Geography.—Monteith's Introduction, to Lesson twenty-nine. The whole to be read aloud in class; map questions studied and answered from open book under guidance of teacher; the most important fourth to be memorized.

Oral Lessons.—Lines, angles, and plain figures from the charts; additional colors, from charts and objects; familiar talks on common articles of food and clothing.

Vocal Music.—Ten minutes daily. Continue songs through Mason's First Music Reader, by rote, to prepare the pupils for learning the same by note. The first six sounds of the scale in the key of G, written upon the staff, in the G clef. Practice daily from the first series of Mason's Musical Charts. Learn the meaning of the *repeat*, the *staccato*, and the following musical abbreviations: *p*, *pp*, *f*, *ff*, *mf*; triple, quadruple, and sextuple time, and how to beat each.

Time of study, recesses, intermissions, and physical exercises, as in previous grades.

FIFTH GRADE.

Language.—Oral descriptions of simple objects and familiar incidents; reports, from memory, of oral lessons; correcting grammatical errors in daily speech; construction of easy sentences; naming three parts of speech from the reading lessons; written abstracts of easy reading lessons; changing simple poetry into common prose; and exercises in letter writing. Read first half of McGuffey's Fourth Reader. Spell and define words in table at head of each lesson. Write weekly, from dictation, one or more paragraphs of some lesson previously read; copy from open book some reading lesson, to teach spelling, punctuation, use of capitals, and division into paragraphs. Willson's Primary Speller, to p. 67. Abbreviations of words commonly abbreviated, as they occur in the Reader.

Numbers.—Multiplication and division continued, mental and written combined. Easy lessons in fractions, common and decimal, and the tables of denominative numbers.

Geography.—Complete the text book; Monteith's Introduction; read the whole from open book; memorize the most important fourth.

Oral Lessons.—Animals from Willson's Chart, No. XVI; Plants, from No. XXII; Colors, from objects and charts; forms of Solids from box of models.

Vocal Music.—Daily practice from music charts, and songs and exercises by note from First Music Reader. Sharps and flats, and their use. The

Major Diatonic Scale, by its intervals. Mason's National Music Teacher, lessons 25-29, and 33. Time, at least ten minutes daily.

For promotion, pupils should write, at dictation, whole, half, quarter, and eighth notes and their corresponding rests; the staff and the G clef, in its proper place on the staff; also write, at dictation, upon the staff with the G clef, the notes representing the following sounds and pitches: *g*, *a*, *b*, *c*, *d*, *e*, *f*, *g*, *a*, *b*, *c*, *d*, *e*, *f*, *g*; also, *f* sharp, *f* sharp, *e* sharp, *b* flat.

This grade finishes the Primary School work. Pupils who successfully complete it receive certificates entitling them to a seat in any fourth-grade class in the city at the beginning of the next term.

• Besides the studies already enumerated, about fifty special teachers in Drawing, French, and German have taught those studies for two years past, until January, 1874, when the Board of Education suddenly dismissed them, for reasons which appear elsewhere in this article.

GRAMMAR GRADES.

These form the second group of four grades in the ascending system of public teaching. They are provided to teach the common branches of an English education to all who desire to learn. The studies of each grade are these:

FOURTH GRADE.

Language.—Name all the parts of speech from the reading lessons. Learn number and case of nouns; comparison of adjectives; declension of pronouns, and conjugation of verb "to be" in the indicative mood. Write composition fortnightly; abstracts of reading lessons, transpositions, letters; descriptions of vacations, visits, excursions, picnics, or travels.

Reading and Spelling.—Complete Fourth Reader; spell from Reader; learn English prefixes, and suffixes from word analysis.

Geography.—Through United States, especially California and local or home geography. Read and study the whole with open book; memorize the most important fourth as previously assigned by teacher in each advance lesson.

Arithmetic.—Addition, subtraction, and multiplication of common and decimal fractions with United States money. Particularly learn analysis of operations; take mental arithmetic in connection with written, learning the same topic in both kinds at the same time.

Writing.—Payson, Duntun, and Scribner's system, as directed by the principal.

Drawing.—Bartholomew's system, under direction of special instructor.

Vocal Music.—Review work of fifth and sixth grades. Write scales of C, G, and F major upon staff with G clef, with proper signatures; name pitches of sounds composing those scales in order; read and sing, by note, simple exercises and melodies in the keys of C, G, and F. Mason's Second Series of Charts and Second Music Reader. Time, ten minutes daily. Lessons by special teacher, one half hour weekly.

THIRD GRADE.

Language.—Correct daily errors in speech; write abstracts of lessons in reading and geography, reports of oral lessons, letters, transpositions, or paraphrases; conjugate verbs in indicative mood; parse and analyze easy sentences from Reader.

Reading and Spelling.—First half of Fifth Reader; spell and define important words from reading lessons.

Word Analysis.—Learn common prefixes and suffixes, and define words formed with them.

Geography.—Complete the text-book, especially learning the geography of California and the Pacific Coast. Read the whole with open book; memorize not more than one fourth of the leading points as previously marked by teacher.

Arithmetic.—Review work of preceding grades; division of common and decimal fractions; United States money; compound numbers and reduction, omitting obsolete tables; specially learn analysis of operations; mental in connection with written, learning the same topic in both kinds at the same time.

Writing.—P. D. & S.'s system as directed by principal.