

**SCHOOL
MANUAL**
County of Santa Cruz
CALIFORNIA

MANUAL
for the
PUBLIC SCHOOLS
of the
COUNTY OF SANTA CRUZ

1 9 3 3



Adopted by the
COUNTY BOARD OF EDUCATION

T. S. MacQUIDDY, <i>President</i>	WATSONVILLE
MARY E. MORGAN	SANTA CRUZ
E. E. ESDON	SOQUEL
MARGARET M. OLIVER	FELTON
EDNA H. YOUNG, <i>Secretary</i>	SANTA CRUZ

INTRODUCTION

3

THIS MANUAL, together with the "Suggested Course of Study in Reading and Literature for Elementary Schools," prepared by the State Department of Education, and the Course of Studies in Social Science edited by Prof. George E. Freeland of San Jose State College, have been adopted by the County Board of Education of this County in accordance with Sec. 3,692, Art. I, Chap. I, Part V, Division III and Sec. 3,770, Art. II, Chap. II, of the School Code. These, with such supplements and amendments as may be hereafter adopted, constitute the curriculum for those elementary schools of Santa Cruz County over which the County Board of Education exercises authority.

All courses of study previously adopted are hereby cancelled. A copy of this Manual and copies of the Courses and Supplements referred to, must be a part of every teacher's desk equipment.

TABLE OF CONTENTS

American's Creed	6
Arithmetic	13
Arithmetic Book List	17
Art	19
Art Book List	21
Book List of 1933	69
Children's Code of Morals	23
Consolidation of Classes	25
County Library	27
Fire Prevention	29
Flag Code	5
Flag of the Free	5
Graduation and Promotions	31
Introduction	11
Introductory Poem—The Ways	7
Language	33
Language Book List	37
Library Diplomas	39
Morals and Manners Book List	41
Music	43
Nature Study	47
Nature Study Book List	49
Penmanship	51
Reading	53
Salute to the Flag	3
Social Studies	57
Spelling	61
Spelling Book List	63
Suggestions to Teachers	65
Suggested Time Allotment	65
Table of Contents	9
Training for Healthful Living	67



SALUTE TO THE FLAG

*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.*



In pledging allegiance to the Flag of the United States of America, the approved practice in schools, 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, toward the Flag and this position is held until the end, when the hand, after the words, "Justice for all," drops to the side.—National Americanism Commission of the American Legion.

FLAG OF THE FREE

WALTER TAYLOR FIELD

We see in the flag a nation's might,
The pledge of a safeguard day and night,
Of a watchful eye and a powerful arm
That guard the nation's homes from harm,
Of a strong defense on land and sea—
Flag of our country, flag of the free!

We see in the flag a union grand,
A brotherhood of heart and hand,
A pledge of love and a stirring call
To live our lives for the good of all,
Helpful and just and true to thee,
Flag of our country, flag of the free!

Ripple, dear flag, o'er the lands and the seas!
Shake out your stars and your stripes to the breeze,
Righting all wrongs, dispelling all fear,
Guarding the land that we cherish so dear,
And the God of our fathers, abiding with thee!
Will bless you and lead you, O flag of the free!

THE FLAG CODE

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 on top; otherwise it is a signal of distress.
6. A valuable flag is not expected to stay 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.

A copy of "The Flag Code" containing full particulars for displaying the American Flag under all conditions may be obtained from the office of the County Superintendent of Schools.

THE AMERICAN'S CREED

3

I BELIEVE in the United States of America as a government of the people, by the people, 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 upon 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."

—WILLIAM TYLOR PAGE.

THE WAYS

3

To every man there openeth
A Way, and Ways, and a Way,
And the High Soul climbs the High Way,
And the Low Soul gropes the Low,
And in between, on the misty flats,
The rest drift to and fro.
But to every man there openeth
A High Way and a Low,
And every man decideth
The Way his soul shall go.

—JOHN OXENHAM.

ARITHMETIC

FIRST YEAR—FIRST HALF

No text in hands of pupils.
 By use of concrete objects teach counting to 100.
 Group objects by 2's and 5's to 20.
 Count by 2's and 5's to 20.
 Compare objects as to size.
 Compare distances about the school room.
 Measure height of pupils.
 Teach right and left and the cardinal points.
 Teach 5 cents equals 1 nickel—10 cents equals 1 dime.
 Drill in writing numbers out of their sequence: 15, 25, 36, 62.

FIRST YEAR—SECOND HALF

TEXT: Numberland I—Pages 1 to 120.
 Thorough drill on combinations given in text.

SECOND YEAR—FIRST HALF

TEXT: Numberland II—Pages 1 to 64.
 Review work of first grade.
 Aim toward an abstract and automatic mastering of combinations given in text.
 Column addition of two digit numbers.
 Teach: 25 cents equals 1 quarter—60 minutes equals 1 hour—7 days equals 1 week—12 inches equals 1 foot.

SECOND YEAR—SECOND HALF

TEXT: Numberland II—Pages 1 to 98.
 Continue drill with combinations in addition and subtraction.

Continue drill in column addition of two digit numbers.
 Column subtraction of two digit numbers, each digit in minuend to be greater than corresponding digit in the subtrahend.

Teach reading and writing numbers to 1000.
 Review all work of first and second grades.

NOTE

The Triangle Arithmetics which are to be used in grades three, four, five, six, seven, and eight contain superabundant material. The teacher should select sufficient material from each quarter's assignment to suit the needs of the class as well as of the individual.

Each teacher should know and use "Diagnostic and Remedial Teaching in Arithmetic" (Brueckner), for corrective instruction.

THIRD YEAR—FIRST HALF

TEXT: State Series, Grade Three.
 Complete pages 1 to 129.

THIRD YEAR—SECOND HALF

TEXT: State Series, Grade Three.
 Complete text.

FOURTH YEAR—FIRST HALF

TEXT: State Series, Grade Four.
 Complete pages 1 to 127.

FOURTH YEAR—SECOND HALF

Complete text.

FIFTH YEAR—FIRST HALF

TEXT: State Series, Grade Five.
Complete pages 1 to 125.

FIFTH YEAR—SECOND HALF

Complete text.

SIXTH YEAR—FIRST HALF

TEXT: State Series, Grade Six.
Complete pages 1 to 143.

SIXTH YEAR—SECOND HALF

Complete text.

SEVENTH YEAR—FIRST HALF

TEXT: State Series, Grade Seven.
Complete pages 1 to 183.

SEVENTH YEAR—SECOND HALF

Complete text.

EIGHTH YEAR—FIRST HALF

TEXT: State Series, Grade Eight.
Complete pages 1 to 186.

EIGHTH YEAR—SECOND HALF

Complete text.

ARITHMETIC

SUPPLEMENTARY LIST

Arithmetic Bk. I-II-III—Kent and Olsen—3-8.
Arithmetic—Primary, Intermediate, Advanced—Smith & Burdge—3-8.
Child's Number Primer—Badanes & Badanes—1.
Drill Exercises and Problems in Arithmetic I-II—Gannon & Jackson—7-8.
First Steps in Teaching Numbers—Schooling, Clark, Porter—4-8.
First Year in Number—Hoyt & Peet—1-2.
Fun with Numbers—Mirick-Guy-Eldredge—2.
Lennes Test and Practice Sheets in Arithmetic—1-8.
Modern Life Arithmetic—Towlkes-Goff—4-8.
Modern School Arithmetic—Bk. I-II—Clark, Otis, Halton—3-6.
My First Number Book—Thiele, Saubles, Oglesby, Ian-nelli—2a-2b.
New Everyday Arithmetic—Bk. I—3-4.
 Bk. II—5-6.
 Bk. III—7-8—Hoyt & Peet
 —3-8.
Number Friends—Howard-Hawthorne-Howard—1-2.
Number Games and Stories—Clapp & Peet—1-2.
New Everyday Arithmetic—Bk. I—3-4.
 Bk. II—5-6.
 Bk. III—7-8—Hoyt & Peet
 —3-8.
Number Friends—Howard-Hawthorne-Howard—1-2.
Number Games and Stories—Clapp & Peet—1-2.
Practical Problems in Arithmetic—Book I-III-V—3-5-7
 —Yeingst.
Primary Number Practice—Brooks—1-2-3-4.
Searchlight Arithmetic—Buckingham-Osborn—1-8.
Strayer-Upton Arithmetics—Bk. I—1-3.
 Bk. II—4-6.
 Bk. III—7-8—1-8.

ART

TEXT: Practical Drawing—Correlated Art Edition—Books I to VIII inclusive.

Teacher's Manual and Course of Study to accompany the above. Published by Practical Drawing Company By Dutch, Farnum, Foster, Kirby, Lemos.

Texts not required in the hands of the pupil.

Teachers are required to study the manual and adapt the instruction the student text to the class.



ART

SUPPLEMENTARY LIST

Applied Art—Pedro Lemos.

Art Appreciation Textbooks—I-VIII.

Both Pupil and Teacher Editions.

Separate title for each grade.

Cora Stafford—1-8.

Art Stories, Book I—Whitford-Lick-Gray—1.

Childhood Art, Seasonable Classroom Suggestions—Louise D. Tessin.

All Grades—Teacher.

Great Pictures and Their Stories, Book I-VIII.

Lester—1-8.

Handcraft for Home, School and Playground—Playground and Recreation Association of America—Bradley—1-8.

Instruction Picture Series (Study Series)—Owen Publishing Co.—1-8.

Latta's Book for Teachers—J. F. Latta.

Linoleum Block Printing—Ernest W. Watson—Grades 7-8—In hands of Teacher.

My Drawing Book—Steps I & II—Hilda Keel—Smith—3-4.

Picture Studies for School Use—F. A. Owen Publishing Co.—1-8.

Practical Art for the Grades—Louise D. Tessin—All grades—In hands of Teacher.

Woodwork Patterns of Attractive Toys and Practical Crafts—Louise D. Tessin—Grades 5-6-7-8—In hands of Teacher.

The Children's Code of Morals

Boys and girls who are good Americans try to become strong and useful, that our country may become even greater and better.

I. The first law is *THE LAW OF HEALTH*. The Good American Tries to Gain and to Keep Perfect Health.

II. The second law is *THE LAW OF SELF-CONTROL*. The Good American Controls Himself.

III. The third law is *THE LAW OF SELF-RELIANCE*. The Good American is Self-Reliant.

IV. The fourth law is *THE LAW OF RELIABILITY*. The Good American is Reliable.

V. The fifth law is *THE LAW OF CLEAN PLAY*. The Good American Plays Fair.

VI. The sixth law is *THE LAW OF DUTY*. The Good American Does His Duty.

VII. The seventh law is *THE LAW OF GOOD WORK-MANSHIP*. The Good American Tries to do the Right Thing in the Right Way.

VIII. The eighth law is *THE LAW OF TEAM WORK*. The Good American Works in Friendly Co-operation with his Fellow Workers.

IX. The ninth law is *THE LAW OF KINDNESS*. The Good American is Kind.

X. The tenth law is *THE LAW OF LOYALTY*. The Good American is Loyal.

CONSOLIDATION OF CLASSES

ARITHMETIC

Consolidation of arithmetic periods for drill for any workable group is permissible. Consolidation of subject matter is impossible.

READING

Consolidation of time for silent reading is possible. Subject matter must be adapted to each grade.

SOCIAL STUDIES

Grades may be consolidated as follows: One and two, three and four, five and six, seven and eight, for project work.

LANGUAGE

Consolidation cannot be used to advantage.

SPELLING

Consolidation of time for written spelling for any two grades is possible. Word lists must be different for each grade.

MUSIC

The state suggests several consolidations. In general the first grade should be taught alone. Above the first grade almost any consolidation is possible with grades not more than two years apart.

NATURE STUDY

Grades one to four and five to eight can well be consolidated for discussion, readings and projects. Any grouping is permissible with grades not too far apart.

PENMANSHIP

A common drill period is possible for all grades, instruction, however, must be given grade by grade. Time may be saved by having pupils use the standard scales.

FIRE PREVENTION

Grades below the sixth and grades above the fifth can be easily grouped for this instruction. The work may be continued grade by grade with written and oral composition. A common fire project for all the school is also possible.

TRAINING FOR HEALTHFUL LIVING

Physical Training and play should be conducted with groups of approximately common age and development. Alternating texts instruction in groups may be given as follows: Grades one and two, grades three and four, grades five and six, and grades seven and eight.

**THE COUNTY LIBRARY**

This is the seventeenth year of happy and profitable co-operation between the schools and the library. Teachers find it inspiring and practically profitable to visit the Library. When visiting explain your needs, for the Library wants to meet them.

Depend on the Library for library and non-state text books.

A Few Rules:

1. Return all books as soon as you have finished with them.
2. Systematically check your books at the end of each quarter and return all that are not needed.
3. Return any book as soon as it needs repair.

The schools are deeply grateful to Miss Minerva H. Waterman, Librarian, and to Miss Tillie Doeltz, in charge of School Service for their consideration and help.

FIRE PREVENTION

Division III, Part V, Chapter I, Article V, Sec. 3720 of the School Code provides that fire prevention shall be taught to all pupils in day elementary schools. The instruction must deal with the protection of lives and property against loss and damage as a result of preventable fire.

The law sets up the following objectives:

1. To create an understanding of the cause and origin of fires.
2. To emphasize the dangers of carelessness and neglect in homes and public buildings and the necessity of care in the use of fire.
3. To promote an interest in preventing fires and the protection of lives and property.

This subject may well supply topics for written and oral composition, for civic discussions and projects, and for current topics, readings and reports.

Abundant materials for study are supplied by the daily press. Civics texts and readers offer varying amounts of material, and the State Superintendent has issued a bulletin (Bulletin No. 6, 1922), which deals with forest fire prevention.

Graduation and Promotions

1. Grammar School Diplomas will be granted by the County Board of Education to those pupils who complete the studies of the Eighth Year in any of the schools of the County.

2. Tests may be sent out by the Board at intervals.

3. The Board of Education will review the work of the pupils and report on the same to the teacher.

4. Teachers must give tests and keep accurate records of the standing of pupils, both as to daily work and as to tests. In computing the percentage for promotion, the daily work must count three-fourths and the tests one-fourth. Promotions may be made on Standard Achievement test scores.

5. Grammar Grade Diplomas and promotions will be granted to pupils who have attained a general average of seventy-five per cent and have not fallen below sixty-five per cent in any subject. Special cases will be considered by the Board.

6. Trial promotions may be made when pupils make the required average but fall below sixty-five per cent in not more than two subjects.

7. In the final report to the Board teachers must make recommendations based on five and six.

8. No promotions are to be made at any time without the consent of the County Board of Education.

9. At the end of the first and second months of school, a detailed report of the progress and standing of all pupils conditioned to their respective grades must be sent to the office of the County Superintendent of Schools.

LANGUAGE

Language instruction should be made to function in all activities. The State has adopted a series of Language books for the third to eighth grades inclusive. Obtain from the State the Manual accompanying this series. Consult it for specific aims to be attained by pupils of each year.

FIRST YEAR—FIRST HALF

Aim: To have children talk easily about experiences and observations interesting to them, speaking distinctly, using short simple sentences.

Materials: Experiences of child in home and at school. Sentence games.

FIRST YEAR—SECOND HALF

Aim: By the end of the year, children should be able to write simple original sentences, beginning with capitals and ending with the period or the interrogation mark.

Teach proper use of: see, saw; did, do; have no, (instead of ain't); there are.

Use often various drills: as

It is I; it is he; it is John and I; I don't, he doesn't, she doesn't.

SECOND YEAR—FIRST HALF

TEXT: The Language Garden—Howard-Hawthorne-Howard.

Read Nonte to Teacher—page 177.

Have oral compositions from experiences of child life.

Teacher tells part of story and has pupil complete it.

Develop sentence sense. Do not expect much written work in this year. Be content with a few short sentences well expressed. Place much emphasis on dramatization of stories. Watch margins and spacing.

Careless work should not be accepted.

Fix the correct use of: have seen, have gone, have done.

SECOND YEAR—SECOND HALF

Complete text.

Note common errors of expression. Give many simple exercises which will afford practice in the use of the correct forms. Correct particularly: I done; has went; my brother he.

Use a few of the common contractions such as are found in the reader. Drill on correct forms of: am, is; was, were; did, done; see, saw, seen; go, went.

THIRD YEAR—FIRST HALF

TEXT: Speaking and Writing English—Sheridan, Kleiser & Mathews Book I, pages 1-81.

Teachers are asked to read the preface of the book. Follow closely the work suggested in the Manual, pages 1-109.

THIRD YEAR—SECOND HALF

Complete text.

Continue oral and written composition. Demand neat and accurate work. Margins, titles, paragraphing, spacing, punctuation should be emphasized.

It is advisable for each pupil to have a note book in which to write his compositions. Pupils should be required to revise their work.

FOURTH YEAR—FIRST HALF

TEXT: Speaking and Writing English—State Series. Fourth Grade.

Work for variety of expression and a growing vocabulary. Demand careful work.

FOURTH YEAR—SECOND HALF

Complete text.

Stress lessons on common grammatical errors.

FIFTH YEAR—FIRST HALF

TEXT: Speaking and Writing English—State Series. Fifth Grade.

Read preface.

FIFTH YEAR—SECOND HALF

Complete text.

SIXTH YEAR—FIRST HALF

TEXT: Speaking and Writing English—State Series. Sixth Grade.

SIXTH YEAR—SECOND HALF

Complete text. Encourage creative writing.

SEVENTH YEAR—FIRST HALF

TEXT: McFadden's English Series—State Series. Seventh Grade.

Consider carefully Foreword, Table of Contents and Contents by Topics.

EIGHTH YEAR—FIRST HALF

TEXT: McFadden's English Series—State Series. Eighth Grade.

In this year a school newspaper can be used advantageously to develop interest in composition. Its possibilities for advancing, not only the composition work, but the welfare of the entire school are countless. Any multiforming device will make it feasible.

EIGHTH YEAR—SECOND HALF

Complete text.

Much analysis of sentences should be given. Oral analysis if sentences may be supplemented by diagramming.

Grammar school graduates should be able to recognize the part of speech of any word in a sentence. The ability to do this easily and quickly is fundamental.

By the close of this year, pupils should be able to stand before their class and talk upon a subject within the range of their knowledge or experience, speaking plainly, in clean-cut sentences and without grammatical errors. They should be able to write an original paragraph on a subject within the range of their experiences or interests. Such a paragraph should show the acquisition of sentence sense, freedom from common grammatical errors, correct spelling, correct use of the commonest marks of punctuation and a pleasing style of presentation of the subject.

LANGUAGE**SUPPLEMENTARY LIST**

Better English for Beginners—Jeszhola—3-8.

Dozen a Day, A—Wade & Blossom—7-8.

English Step by Step—Phillips and Kidd—3-4-5.

Fairy Grammar—Carpenter & Hoben—5-6.

Games & Rhymes for Language Teaching—Deming—1-2-3-4.

Language and Literature in Kindergarten and Primary Grades—Hill—1-2-3.

Methods in Elementary English—Young and Memmott—1.

My First Language Book—Cooper & Vetting—2.

New Essentials of English—Pearson & Kirschwey—3-8.

Open Door Language Series, The—Scott, Congdon, Peet & Frazee—3-8.

Our English—Bks. I-II-III—Skinner—1-8.

Practical English—Paul—3.

Practical English—Bk. I—Miller-Paul—3.

Self-Instruction Exercises in Formal Language—Books 1-2-3-4—McFadden & Anderson—3-4.

Spoken Drills and Tests in English—Cage-Wagner Co.

Thinking, Speaking and Writing

Holman, Clark, Veit—Bk. I

Jameson, Clark, Veit—Bk. II

Knickerbocker, Clark, Veit—Bk. III.

Work and Play with Language—Robbins and Row—3.

LIBRARY DIPLOMAS

The Superintendent of Schools will issue Library Diplomas to pupils from the fourth to eighth grades inclusive, who comply with the following conditions:

1. Read at least six good books.
2. Give a written report of each book.
3. Book reports to be sent to the County Superintendent's office four weeks before school closes.

The approved list of books from which selections may be made is given in "Suggested Course of Study in Reading and Literature for Elementary Schools." Books not on this or other board-sanctioned lists must be approved by the County Board.

Fourth grade pupils may read and report on shorter stories, rather than a whole book.

Reading must be done by the pupil.



MORALS AND MANNERS

BOOK LIST

Guideposts to Character Series—Gerwig.

"Ambition."

"Loyalty."

"Perseverance."



MUSIC

Books and equipment: State Series Music Books, phonograph, pitch pipe, board liner, piano or organ, charts, radio.

The singing of songs carefully selected, should be the first consideration.

In all singing strive to have soft, clear expressive tones and distinct enunciation.

Quality of Tone—The voices of children should never be strained or forced, hence they should never be asked to sing LOUDLY. The tone should be kept soft, sweet and flexible. The range should not go beyond that of C on the first line below the treble clef to the G or A flat above it. To secure this good tone the teacher herself must NOT sing HARSHLY or LOUDLY, and should require the children to sing as though they were making an echo of her tone.

Follow closely the instructions in Teacher's Books of the State Series.

Records for music appreciation are on hand at the County Library.

ONE TEACHER SCHOOLS

Teacher's Books:

Music Hour in the Kindergarten and First Grade.

The Music Hour—Intermediate Grades—Teacher's Book.

Guide Book for Adventures in Music.

FIRST YEAR

No text.

SECOND TO SIXTH YEARS

TEXT: Adventures in Music.

SEVENTH AND EIGHTH YEARS

TEXT: Music of Many Lands and Peoples.

TWO TEACHER SCHOOLS

Teacher's Books:

The Music Hour in Kindergarten and First Grade.
(For teaching first grade).

The Music Hour—Elementary Teacher's Book.
(Lower grade pupils).

The Music Hour—Intermediate Grades.
(Upper grade teacher).

Guide Book for Adventures in Music.
(Upper grade teacher).

FIRST YEAR

No text.

SECOND AND THIRD YEARS

TEXT: The Music Hour—First Book.

THIRD TO SIXTH YEARS

TEXT: Adventures in Music.

SECOND YEAR

TEXT: The Music Hour—First Book.

THIRD AND FOURTH YEARS

TEXT: The Music Hour—Second Book.

FIFTH AND SIXTH YEARS

TEXT: Adventures in Music.

SEVENTH AND EIGHTH YEARS

TEXT: Music of Many Lands and Peoples.

SCHOOLS OF FOUR TEACHERS AND MORE

Teacher's Books:

The Music Hour in Kindergarten and First Grade.

Music Hour—Elementary Teachers' Book. (Grades 2-3).

Music Hour—Intermediate Grades. (Grade 4).

FIRST YEAR

No text.

SECOND YEAR

TEXT: The Music Hour—First Book.

THIRD YEAR

TEXT: The Music Hour—Second Book.

FOURTH YEAR

TEXT: The Music Hour—Third Book.

FIFTH YEAR

TEXT: Two Part Music.

SIXTH YEAR

TEXT: Intermediate Music.

SEVENTH AND EIGHTH YEARS

TEXT: Music of Many Lands and Peoples.

THREE TEACHER SCHOOLS

Teachers' Books:

The Music Hour in the Kindergarten and First Grade.
(First Grade Teacher)

The Music Hour—Elementary Teacher's Book.
(For Teachers of Grades 2-3-4)

Music Hour—Intermediate Teacher's Book.
(Teachers of Grades 5-6-7-8)

Guide Book for Adventures in Music.
(Teachers of Grades 5 and 6)

FIRST GRADE

No text.

NATURE STUDY

Collections of plants, animals and minerals found in the neighborhood should be made. Occasional excursions afield may be taken, but only after careful planning and for definite purposes. School gardens should be planned only where labor and water are assured for the entire planting, growing and harvesting periods.

Make use of bird and plant life, aquarium, microscope to stimulate interest.

Care for and conservation of the gifts of nature follow a knowledge of nature.

Nature study must be correlated with other subjects, especially with oral and written composition, and with drawing and geography.



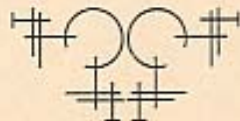
NATURE STUDY LIST

- Birds of the Pacific Coast—Eliot-Teacher.
 Books of Plants, The—Parker and Cowles—8.
 Climbing Twins, The—Clark—2-3.
 Elementary Science by Grades—Books II and III—Persing and Peeples—3-4-5-6-7.
 Elementary Science Reader—Books First and Second—Payne-Barrows-Schmerker—3-4-5.
 First Year Nature Reader—Beebe and Kingsley—1.
 Friends in Strange Garments—Upjohn—4-5-6.
 Garden, Orchard and Meadow Stories—Bailey—3-4.
 Giant Sun and His Family—Proctor—7.
 Hunting—Patch—McMil.
 Insects—Hodson—5-6.
 Junior High School Science—Corwin and Corwin—7-8.
 Junior Science—Stebbins—6-7-8.
 Light—Then and Now—Lacey—3-4.
 Little Philippe of Belgium—Brandeis—3.
 Little Plant People—Parts I and II—Chase—1.
 Little Plant People of the Waterways—Chase—3.
 Little Wood Friends—Mayne—2.
 Monarch, The Big Bear—Seton—5-6.
 Mother Nature Series—1. By the Roadside.
 2. Baby Animals—Dunn and Troxell—3.
 Moths and Butterflies—Averill—3.
 Museum Comes Back to Life—Cormack—ABC.
 Nature Activity Readers—Edwards and Shannon
 Outdoor Land—1-2.
 Outdoor Playhouse—2-3.
 Outdoor World—3-4.
 Nature in Agriculture—Conway-Kaufman-Lancelot—7-8.
 Nature Stories—Gardner—2-3.
 Nature Study and Science for Intermediate Grades—Trafton—4-5-6.
 Nature Study for Boys and Girls, Grades 3-4-5-6—Craig—3-4-5-6.

- Nature Study for Children—Books I and II and Spring and Autumn—Gordon and Hall—2.
 Nuts and Citrus Fruits—Ramsay—6-8.
 Once Upon a Time, Animal Stories—Bailey—5-6.
 Our Cereal Grasses—Allen—6.
 Our National Parks—Books I and II—7-8.
 Our Great Out-Doors—Mammals—Esfrig—8.
 Our Wonderful Universe—Chant—7-8.
 Out-Door Adventures—Shirling—4.
 Outline of Course in Agricultural Nature Study For Rural Schools of California—Kern.
 Peeps into Bird Nooks—Book II—McFee—5.
 Pine Tree Playmates—M. F. Blaisdell—2.
 Plants and Animal Children and How They Grow—Torrelle—6.
 Prove It Yourself—B. F. Gordon—8.
 Science of Plant and Animal Life—Corwin and Corwin—8.
 Science Readers for Silent Readers—Nida, Nida, Holmes—3-4-5-6-7.
 Science of Things About Us, The—Rush and Winslow—7-8.
 Sea Creatures—Gaylord—3-4-5-6.
 Stories in Trees—Curtis—4-5.
 Stories of Luther Burbank and His Plant School—Waldo—5.
 Stories of Men and Nature—Hale—4-5.
 Spider Webs and Sun Flowers—Phillips—4-5.
 Tiny Town—Cameron & Slaton—3-4.
 Trail and Tree Top—Chaffee—4.
 Trailing Our Animal Friends—Nida and Nida—2.
 Trees, Stars and Birds—Moseley—8.
 Wayside Inn for Birds, The—Martin—6-7-8.
 Western Wild Flowers—Armstrong—8.
 Wheat Industry, The—Bengston and Griffith—7-8.
 Wild Flowers Children Love—Chandler—8.
 Wilderness Adventures—Underwood—6-7.
 World of Living Things, The—Hale—3-4.

PENMANSHIP

The State is working on a new guide for penmanship. This new guide will not be available this year. It will be necessary during 1933-34 to use the outline in the 1929 County Manual.



READING

"Suggested Course of Study in Reading and Literature for Elementary Schools" prepared by the State Department carries the basic instruction for the reading course. In so extensive a treatise as the "Suggested Course" some discrepancies are certain to be found between instruction contained therein and local practice. When such discrepancies occur the County Manual shall prevail. Santa Cruz County emphasizes phonetics to a greater extent than is contemplated in the "Suggested Course." In this particular follow the Beacon Method as outlined in the Beacon plan.

Required Desk Books for Grades Indicated:

Suggested Course of Study in Reading and Literature for Elementary Schools—State Department of Education—Grades 1 to 8.

Beacon Reading—Fassett and Norton—1 to 6.

The Beacon Method—A Course of Study—1-2-3.

The Beacon Way—Ginn & Co. Distributors—1-2-3.

A Few Facts About Phonetics—Ginn & Co. Distributors—1-2-3.

How to Teach Phonics—Calkins—3-8.

American History in Verse—Burton Stevenson—1 to 8.

FIRST YEAR—FIRST HALF

CHARTS AND CARDS:

The New Beacon Phonetic Chart.

The New Beacon Reading Chart.

New Beacon Word Cards.

New Beacon Word Sheets. (Seat Work)

New Beacon Phonetic Flash Cards.

Beacon Word Builders. (Seat Work)

TEXTS:

New Beacon Primer.

State Series Primer.

First Lessons in Learning to Study—Horn, Cutright and Horn.

First Lessons in Learning to Study—5th. month—11-29.

FIRST YEAR—SECOND HALF**TEXTS:**

The Beacon First Reader—1-130.

State Series First Reader—1-147.

First Lessons in Learning to Study—Complete pages 30-132.

Follow "The Beacon Method" in phonics.

Make certain that children have their share of "Mother Goose." It is a large factor in American culture.

SECOND YEAR—FIRST HALF

Read the Introduction of this section of the Manual.

TEXTS:

The Beacon Introductory Second Reader.

The Field Second Reader.

Learn to Study Readers—Horn and Shields—Bk. 1—pages 1-82.

Follow "The Beacon Method" in phonics and review work of first year.

SECOND YEAR—SECOND HALF**TEXTS:**

State Series—Second Reader.

Learn to Study Reader—Book I. Complete the text.

THIRD YEAR—FIRST HALF**TEXTS:**

The Field Third Reader.

Learn to Study Reader—Book II—Pages 11-111.

A supplementary reader may be selected by the teacher from the supplementary list if time permits.

THIRD YEAR—SECOND HALF**TEXTS:**

Learn to Study Reader Book II. Complete the text.

State Series—Third Reader.

Supplementary reader to be selected by teacher if time permits.

FOURTH YEAR—FIRST HALF

Read the introduction to this section of the Manual.

TEXTS:

The Field Fourth Reader.

State Series—Book IV.

FOURTH YEAR—SECOND HALF**TEXTS:**

State Series—Fourth Reader.

FIFTH YEAR—FIRST HALF**TEXTS:**

State Series—Fifth Reader.

Insects—Hodson.

FIFTH YEAR—SECOND HALF**TEXTS:**

State Series—Fifth Year.

Insects—Hodson.

SIXTH YEAR—FIRST HALF**TEXTS:**

Reading and Living—Hill and Lyman—Book III.

Our Bird Friends and Foes—Dupuy.

SIXTH YEAR—SECOND HALF

Complete the texts.

SEVENTH YEAR—FIRST HALF

TEXT: Reading and Literature—Haggerty.

SEVENTH YEAR—SECOND HALF

Complete the text.

EIGHTH YEAR—FIRST HALF**TEXTS:**

Reading and Literature—Haggerty.

Thinkers and Doers—Darrow.

EIGHTH YEAR—SECOND HALF

Complete texts.

SOCIAL STUDIES

A study of institutions in their setting of human values is one of the most vital functions of education. The interaction of persons and peoples with one another, with social organizations, and with their physical environment, constitutes a unified field that should not be divided into separate areas. This view and the need for a heightened appreciation of the place of man in his intricate world has led to the consolidation of History, Civics, and Geography into one course, "Social Studies." Since, too, the individual as well as the race must experience each situation before it becomes a part of culture, the new course emphasizes and is developed as an activity program.

Each teacher must study carefully the Course of Social Studies prepared by Dr. George E. Freeland with the co-operation of our own teachers. The Blue Card carries a paging corresponding to the old three-study scheme, but this is to be binding only on those teachers who because of lack of facilities cannot carry on the more motivated and unified plan.

Every teacher's desk must be supplied with a copy of the New Course.

FIRST YEAR—FIRST HALF

Follow Social Studies Course as a guide.

FIRST YEAR—SECOND HALF

Follow Social Studies Course as a guide.

SECOND YEAR—FIRST HALF

Follow Social Studies Course as a guide.

SECOND YEAR—SECOND HALF

Follow Social Studies Course as a guide.

THIRD YEAR—FIRST HALF

Follow Social Studies Course as a guide.

TEXTS:

Geography for Beginners—Shepherd.
Old Stories of the East—Baldwin.

THIRD YEAR—SECOND HALF

Follow Social Studies Course as a guide.
Complete texts.

FOURTH YEAR—FIRST HALF

Follow Social Studies Course as a guide.

TEXTS: State Series—Journeys in Distant Lands.
Our California Home—Richards.
Knights, Old and New—Hoben.

FOURTH YEAR—SECOND HALF

Follow Social Studies Course as a guide.
Complete texts.

FIFTH YEAR—FIRST HALF

Follow Social Studies Course as a guide.

TEXTS: State Series—Human Geography, Bk. I, Part I.
Beginners' History—Mace.

FIFTH YEAR—SECOND HALF

Follow Social Studies Course as a guide.
Complete texts.

SIXTH YEAR—FIRST HALF

Follow Social Studies Course as a guide.

TEXTS: Human Geography—Book I, Part II.
Old World Background to American History—Harding.

SIXTH YEAR—SECOND HALF

Follow Social Studies Course as a guide.
Complete texts.

SEVENTH YEAR—FIRST HALF

Follow Social Studies Course as a guide.

TEXTS: State Series, Book II, Part I.
Beard and Bagley.
Our Government—Smith-Davis-McClure.

SEVENTH YEAR—SECOND HALF

Follow Social Studies Course as a guide.
Complete texts.

EIGHTH YEAR—FIRST HALF

Follow Social Studies Course as a guide.

TEXTS: Human Geography—State Series—Book II, Part II.
Beard and Bagley.
How We Govern—State Series.

EIGHTH YEAR—SECOND HALF

Follow Social Studies Course as a guide.
Complete texts.

**SPELLING**

Good spelling as well as bad spelling may become a habit. Teach children how to study spelling. Use Newlon-Hanna Speller Methods.

FIRST YEAR—FIRST HALF

No list of words is given for this grade. Spelling should consist of writing simple words from a copy. Pronounce each written word.

FIRST YEAR—SECOND HALF

By the second half of the year, the pupils should begin to spell and write the simplest words found in their reading lessons. Three words daily including review.

SECOND YEAR—FIRST HALF

STATE TEXT—Book I.

Review words of First Year and variously supplement the text. Five words daily including review.

SECOND YEAR—SECOND HALF

STATE TEXT—Book I.

Supplement with selected words from other subjects and standard lists.

THIRD YEAR—FIRST HALF

STATE TEXT—Book I.

Review words of Second Year.

List A, pages 12-14.

THIRD YEAR—SECOND HALF

Lists B and C, pages 14-17.

NOTE

At the beginning of the fourth year in school a series of exercises should be given to teach pupils how to use the dictionary. The following suggestions are offered:

1. Teach and review diacritical markings and division into syllables.
2. Have pupils review the alphabet until there is no hesitancy in giving it.

3. An adequate supply of authorized dictionaries must be in every class room.

4. Take time to teach pupils that the dictionary contains more than a list of words with their meanings.

FOURTH YEAR—FIRST HALF

STATE TEXT—Book I.

Complete pages 18-24.

FOURTH YEAR—SECOND HALF

Complete pages 25-34.

Supplement with selected words from alphabetical list for grades, pages 34-60.

FIFTH YEAR—FIRST HALF

STATE TEXT—Book II.

Complete pages 10-12.

FIFTH YEAR—SECOND HALF

Complete pages 13-16.

Supplement with selected words from alphabetical list for grades, pages 34-60.

SIXTH YEAR—FIRST HALF

STATE TEXT—Book II.

Complete pages 17-20.

SIXTH YEAR—SECOND HALF

Complete pages 21-23.

Supplement with words selected from alphabetical list, for grades, pages 34-60.

SEVENTH YEAR—FIRST HALF

STATE TEXT—Book II.

Complete pages 24-30.

SEVENTH YEAR—SECOND HALF

Words for Seventh Year listed in alphabetical list, pages 34-60.

Review all words in list.

EIGHTH YEAR—FIRST HALF

TEXT: Newlon-Hanna Speller—With Note Book.

Teachers are urged to read carefully the introduction and suggestions.

EIGHTH YEAR—SECOND HALF

Complete text and note book.

SPELLING

SUPPLEMENTARY LIST

Composition Speller—Brown, Burdick, Jeffers—I-VIII.

Fundamentals of Spelling—Horn-Ashbaugh—1-6, 7-8.

Growth in Spelling—Thorndike—World Book Co.

Intermediate and Advanced Speller—Trabue and Stevens—5-6, 7-8.

Natural Method Speller—Mandel and Nicol—4.

New National Speller, The—Book I-II-III—Ramsey—1-2-3-4-5-6-7-8.

Primary Speller—Trabue-Stevens—2-4.

Progressive Word Studies—Hunt—3-8.

Spellers—Morrison—1-2-3 Books—2-8.

Speller—Payne—Rand McNally.

Spellers—Trabue and Stevens—2-8.

Speller—Webster—Web Pub.

Universal Speller Complete—Phillips and Powell—1-8.



SUGGESTIONS TO TEACHERS

- I. Learn State School Code provisions in Register.
- II. Study your curriculum as found in Manual.
- III. File dates of opening and closing your school.
- IV. Require attendance of pupils through Compulsory Educational Law.
- V. Follow carefully a well defined program for recitation and study.
- VI. See that building, yard and conveniences are kept clean.
- VII. Practice economy of time in closing exercises.
- VIII. Keep the school room neat, orderly, attractive.
- IX. Ventilate—See School Register (III-F).
- X. Know your community.
- XI. Be professional. Read professional books—subscribe for educational magazines—affiliate with educational associations.
- XII. Make use of professional books and magazines in the superintendent's office.
- XIII. Use the County Library System wisely, considerately.
- XIV. Issue Transfer Cards, notify Attendance Officer of pupil changes.

SUGGESTED TIME ASSIGNMENTS

Open at 9:00 A. M.

Close—First and second grades at 2:00 P. M.

Third grade at 2:45 P. M.

Fourth grade at 3:15 P. M.

Fifth, sixth, seventh, and eighth grades at 3:30 P. M.

Minutes per week, recitation and study periods

	1st Year	2d Year	3d Year	4th Year	5th Year	6th Year	7th Year	8th Year
Arithmetic	50	50	150	150	225	225	225	225
Drawing	45	45	45	60	60	60	60	60
Social Studies	45	45	180	270	300	325	350	400
Language and Comp.	100	100	150	150	175	200	225	225
Music	60	60	60	60	60	60	60	60
Penmanship	75	75	75	75	75	75	60	60
Training for Healthful Living— Phys. Ed.	100	100	100	100	100	100	100	100
Physiology, Hygiene	30	30	30	60	60	60	60	60
Reading	480	480	350	330	300	250	240	240
Spelling	20	20	75	100	100	100	75	75
Rec. & Relief	160	160	150	150	125	125	125	125
Unassigned	35	35	60	70	70	70	70	20
TOTAL	1200	1200	1425	1575	1650	1650	1650	1650

Training for Healthful Living

I. Physical Education.

Note Code in Register, page 7, IC.

Follow Manual for Physical Education Activities for Elementary Schools, supplied by the State.

Supervise the playground.

Avail yourself of the services of the school nurse.

II. Physiology and Hygiene.

Principals and teachers of one Teacher schools should inspect the school plant and report unhygienic conditions to their school boards.

All teachers should maintain among their pupils the American standard of cleanliness of person.

Supervised Luncheon is strongly urged.

Instruction must be given in all years of school and in all classes during the entire school course, in manners and morals, and upon the nature of alcoholic drinks and narcotics and their effect upon the human system. Every teacher may secure a copy of Bulletin No. 2A, The Teaching of the Effects of Alcohol and Narcotics, from the office of Superintendent of Public Instruction.

The teacher is advised to take advantage of the Boy Scout, the Girl Scout, the Camp Fire Girls' and the Four-H Club movements, if she has pupils in these organizations, by having them describe the health requirements demanded by these organizations.

FIRST YEAR

EMPHASIZE:

- A. Cleanliness and Care.
 1. Skin, hair, teeth, hands, feet, body.
 2. Clothing.
 3. Eyes—use, light.
 4. Ears, nose.
- B. Ventilation.
Home and school.
- C. Sleep.
 1. Amount needed.
 2. Regularity of retiring, rising.
 3. Value of sleeping out doors.

D. Good posture.

1. Walking, standing, sitting, sleeping.

E. Personal Necessities.

1. Toothbrush, towel, soap, comb, etc.

SECOND YEAR—FIRST HALF

TEXT: The Play Road to Health—Newmayer and Broome—American Book Co.

Read the stories to the pupils and follow with class discussion, or use as supplementary reader and develop the thought as in silent reading method.

SECOND YEAR—SECOND HALF

TEXT: The Sunshine School—Andress and Bragg.
Subject to be treated as in First Half.

THIRD YEAR—FIRST HALF

TEXT: A Journey to Health Land—Andress and Andress.

THIRD YEAR—SECOND HALF

TEXT: Boys and Girls of Wake Up Town—Andress—Ginn and Co.

FOURTH YEAR

TEXT: Health Habits—Book I—Burkard, Chamber, Maroney—Lyons and Carnahan.

FIFTH YEAR

TEXT: Health and Good Citizenship—Andress and Evans.

SIXTH YEAR

TEXT: Health Habits—Book II—Parts One and Two—Burkard, Chambers and Maroney.

SEVENTH YEAR

TEXT: New Hand Book of Health—Hutchinson.
Study text to page 196.

EIGHTH YEAR

TEXT: New Hand Book of Health—Hutchinson.
Complete text from page 197.

BOOK LIST OF 1933

ARITHMETIC

- Number Stories—Bk. II—Gray, Studebaker, Knight—
Scott Forsman—2.
Drill Book in Numbers—Thiele, Sauble—Rand McNally
—2-3.

HEALTH

- Health School on Wheels—Andress and Goldberger—
Ginn—7-8.
Health Studies—Home and Community—Gregg and
Rowell—World—7-8.
Health Studies—Personal Health—Gregg and Rowell—
World—7-8.
Physiology and Health—Turner-Heath—8.
Road to Health, The—First Book, Second Book, Bunde-
son and Manry—Laidlaw—2-3.
Newson Readers—Teachers Edition—Newson.
Good Times.
Storyland.
Book Friends.
Book Adventures.
The Open Door.

LANGUAGE

- American Language Series—Hosic, Hooper—Rand Mc-
Nally—3 to 8.
Junior English in Action—Book I-II.
Tressler, Shelmondine—Heath—7-8-9.
Our First English—Parey—Scribners—2.
Practice Units in English—Denney, Skinner—Scribner—
3 to 8.
Spoken Drills and Tests in English—Cage—Wagner—7-8.
English Practice Books—American Book—1 to 8.
Practice Sheets in English Grammar—Parts I and II—
Lockwood—American—7-8.

READING

- Childhood Readers—Primer—Grady, Klapper, Gifford—
Scribner—1.
First Reader Workbook—Grady, Klapper, Gifford—Scrib-
ner—1.
My Own Book—McClatchie—Newson—Primer.
My Own Door Book—Hecox—Newson—2.
Work-Play Books—Gates, Ayer—McMillan—4-5-6.
For Pleasant Lands.
Golden Leaves.
Magic Hours.

NATURE STUDY

- Western Nature Science Series—Harr Wagner—4-5-6.
The Padre's Garden.
Trails Today.
Pioneer's Pathway, The.
Indian's Garden, The.
Nature Science Readers—Patch and Howe—McMillan.
Hunting—1.
Outdoor Visits—2.
Surprises—3.
Through Four Seasons—4.

PROFESSIONAL READING

- Introduction to the Principles of Teaching—Hissing—
Winston.
Modernized Teaching in Rural School—Hoffman—Owen.
Reading Study (Intermediate Grades)—Spencer—Lyons
and Carnahan.
Teacher in the New School—Porter Martha Peck—
World.

READING

- Art Stories—Book I—Whitford and Others—Scott Fors-
man—2-3.
Bookville Fair Stories—Rich-Dean—Lyons & Carnahan
—4.
Childhood Readers—Grady—Primer—Scribner.

- Good Times with Beverly—Dennell—Ginn—2.
 Easy Steps to Playtime—Gareissen—Newson—1.
 Friends, Old and New—Pennell—Ginn—1-2.
 Good Companions, Comrades, Neighbors—Hardy-Hecox—Newson—3.
 Happy Times with Jack and Jane—Norman—Lyons—Primer.
 Health Stories—Book I—Towse-Gray—Scott Forsman—1.
 Helpers, Peggy's Letters, Fire, Peggy Goes Riding, Little Farmers—Newson.
 Open Door to Poetry—Stokes—Scribner—7-8.
 Treasure Trail Readers, Mountain Gateways, Journey's End—Harper-Allen—McMillan—5-6-7.
 Tots and Toys, Pets and Playmates—Pre-primer, Primer—Winston.
 Star Myths from Many Lands—Renick—Scribner—5th up.
 Standard Lessons in Reading—McCall-Crabbs—Laidlaw—2-3-4-5.
 Primer—White and Hanthorn—American—1.
 New Trails in Reading—Stone-Vandergrew—Webster—3.

SOCIAL SCIENCE

- America's Heritage from Long Ago—Wickam and Phillips—McMillan—6.
 Builders of Our Nation—Smallidge & Paxon—Houghton Mifflin—7-8.
 Cooperative Citizenship—Arnold—Row Peterson—7-8-9.
 Early Days in Virginia—Willis Saunders—Newson—5.
 First Three Hundred Years in America—Clark Gordy—Scribners—7.
 History of American Government and Culture—Rugg—Ginn—Vol. I-II—7-8.
 Introduction to American Civilization—Rugg—Ginn—Vol. I-II—7-8.
 Living and Working Together—Morgan—Scribner—8.
 New California, The Golden—Hunt—Silver Burdett—7-8.
 Our Atlantic Possessions—Thomson—Scribners—7-8.

- Old Europe and Our Nation—Barker, Duncalf, Bacon—Row Peterson—5 to 7.
 Our Nation Begins—Barker, Dodd, Webb—Row Peterson—5.
 Our Country and American Neighbors—Dodge, Lackey—Rand McNally—4-8.
 Our Neighbors Across the Seas—Dodge Lackey—Rand McNally—4-8.
 The World and Its People—Dodge, Lackey—Rand McNally—4-8.
 The United States in the Modern World—McConnell—Rand McNally—4-8.
 Our Nation Grows Up—Barker, Dodd, Webb—Row Peterson—5-6-7-8.
 Our Pacific Possessions—Thomson—Scribners—7-8.
 Our World and Ourselves.
 Our Continental Neighbors—Book III—American Book—6-7.
 The Story of America—Beginnings of Our Country—Burnham, Javks—Winston—5-6-7.
 Story of Man, The—Inventions and Discoveries of Ancient Times—Nida—Laidlaw—4-5-6.
 Socialized History of U. S.—Vannest and Smith—Scribners—7-8.
 Stories of American Explorers and Settlers—Heard & King—Winston—6-7-8.
 Story of Our Republic—Foote—World—7-8.
 Westward Toward America—Clark Gordy—Scribners—5.
 Westward to the Pacific—Clark—Scribners—7-8.
 When They Were Boys—Everet, Reed—Owen—5-6-7.
 World We Live In, The—Weinberg, Scott, Holston—Heath—6-7-8.
 Yesterday, the Foundation of Today—Aken—Wagner—6.

TEACHERS' HANDBOOKS

- Changing Civilization in the Modern World—Rugg, Mendenhall—Ginn.
 Childhood Readers—Grody, Klapper, Gifford—Scribner.
 Child Story Readers—Johnson—Lyons Carnahan.

- Health Stories—Greeg and Rowell—World.
 History of American Civilization, Economic and Social—Rugg—Ginn.
 History of American Government and Culture—Rugg—Ginn.
 Introduction to American Civilization—Rugg and Mendenhall—Ginn.
 Play Time and Good Times—Bryce and Hardy—Newson.
 Progress Tests in American History—Clark—Scribner.

SCIENCE

- Science of Discovery and Invention—Carwin—Wagner—7-8.
 Pathways in Science—Craig & Johnson—Ginn—7-8.
 Earth and Living Things.
 Our Earth and Its Story.
 Out of Doors—Learning About Our World.

WORKBOOKS

ARITHMETIC:

- Arithmetic Workbook—Upton—American—1-2.
 Arithmetic Workbook—American—3 to 8.
 Instructional Tests in Arithmetic—Scharling, Potter—World—5-6-7-8.
 Pupils' Workbook of Directed Study—Rugg, Mendenhall—Ginn—7-8.

GEOGRAPHY:

- Adventures in Distant Lands—Book I-II-III—Lewis Matthews, Woody, Roemer—American—4-5-6.
 Directed Geography Study Book I-II—Brown, Thorp—World.
 Exercise Workbook—Geography—Warp—7-8.

HISTORY:

- Pupils' Workbook in American History—Clark—Scribner—7-8.

LIBRARY LIST

- Anton and Trini—Olcott—Silver Burdett—5th up.
 Ben of old Monhegan—Baldwin—Row Peterson—4-5-6.
 Book Land Journeys—Stories—Rick, Sickles—Lyons & Carnahan—3-4.
 Book World—Stories—Hardy & Turpin—Newson—4-5-6.
 Bozo, The Woodchuck—Brown, Butterfield, Usler—American—3-4.
 Jean and Fanchon—Olcott—Silver Burdett—5th and up.
 Jeremiah (The Cat)—Culp—Wagner—1.
 Karl and Gretel—Olcott—Silver Burdett—5th and up.
 Little Folk's Library—Folk Tales—22 Vols.—Newson—1-2.
 On the Fur Trail—Lange—Newson—5th and up.



LIBRARY LIST

WATSONVILLE PRESS

COR. VAN NESS AND WALL

PHONE 100

