

Drawing.—Architectural (for boys), draw from objects, doors, windows, tables, plans of rooms, etc., from actual measurement; half an hour weekly. For girls, as directed by the teacher of drawing.

Vocal Music.—Major and relative minor scales, with major and minor intervals. Sing by note in the clef of C, G, D, A, B flat and E flat. Mason's second series of charts and second music reader. Ten minutes daily. One half hour weekly by special music teacher.

SECOND GRADE.

Language.—Correct daily errors in common speech. review conjugation of verbs; analyze and parse easier simple, complex and compound sentences from reading lessons; learn the coarse print of text-book; read aloud in class the important notes and exceptions; read rules of syntax, and correct examples of false syntax. Compositions fortnightly upon same topics as hereinafter specified for the First Grade.

Reading and Spelling.—Complete the Fifth Reader. Write paragraphs dictated from the Reader at least once a week. Spell, both orally and in writing, the most important words of every lesson, to cultivate the habit of observing the orthography of words.

Word Analysis.—Prefixes, suffixes and roots of words, illustrated by analysis and synthesis of composite words and by formation of sentences including words previously analyzed.

Geography.—Part second of text-book, California and Nevada. Teach the most important fourth of the map questions. In Descriptive Geography memorize only important facts.

History.—Discoveries, colonial settlements, and wars, and the Revolution—in U. S. History. Read and discuss the whole in class, but memorize only leading facts.

Arithmetic.—Common and decimal fractions; compound numbers and reduction, omitting duodecimals and obsolete tables. Review work of preceding grades, especially attending to explanation of principles and analysis of operations, particularly in fractions. Carry mental arithmetic along with written, teaching the same topic in both kinds at the same time.

Writing.—P. D. & S.'s National System, and other exercises as directed by the principal.

Drawing.—Architectural drawing, linear drawing, plans and perspective (for boys). For girls, linear perspective as applied to drawing from objects, chairs, tables, rooms and buildings; landscape and flowers in pencil or crayon. One lesson of one hour, weekly.

Vocal Music.—Review of lessons and exercises in first part of "Song Echo," singly and in concert. Chromatic scales and intervals. Simple exercises in the usual keys, at sight. Songs for two voices, soprano and alto. Mason's Third Series of Charts and Third Reader. Time, ten minutes daily. Lessons by the special music teacher, half an hour weekly.

FIRST GRADE.

Language.—General review of text-book in Grammar. Systematical parsing and analysis of sentences from the reading lesson. Weekly compositions; abstracts of reading lessons, turning poetry to prose; abstracts of lessons in geography and history; reports of oral lessons, letter writing, and miscellaneous subjects.

Word Analysis.—Prefixes, suffixes, and root words, illustrated by analysis and synthesis of composite words, and formation of sentences including words thus previously studied.

Reading.—Complete Fifth Reader; read aloud from history and geography.

Spelling.—Oral and written spelling of more important words from reading lessons and from the regular lessons in any of the text-books. Oral reports of oral lessons given by principal.

Geography.—Part I of text-book in physical geography; Pacific Coast. Read the whole; learn important points as designated by teacher.

History.—Complete text-book. Outline review of Second Grade work. Constitution of the United States read with conversational lessons.

Arithmetic.—Interest, simple and compound; partial payments by U. S. rule; commission and brokerage; stocks; profit and loss; discount and banking; ratio and proportion; square root; mensuration and the metric system. Review with special attention to the discussion of principles and the analysis of operations.

Take mental arithmetic with written, teaching the same topic in both kinds at the same time.

Writing.—P. D. & S.'s National System, exercises as directed by the principal.

Drawing.—For boys, architectural drawing; linear drawing, plans and elevations of buildings. One lesson of one hour weekly, under special teacher.

Vocal Music.—Review lessons and exercises in first part of text-book—Song Echo; take chromatic scales and intervals; sing in concert and singly; simple exercises in the usual keys, at sight. Two-part songs, for soprano and alto. Mason's Third Series of Charts and Third Music Reader. Time, ten minutes daily. Regular lesson by special teacher half an hour weekly.

AVERAGE AGE AND TIME IN SCHOOL.

The average age of pupils in the Grammar grades is fourteen years. Excluding recesses and intermissions, they are in the school room and regularly engaged in their duties less than twenty-four hours a week. Their regular school time is from nine A.M. to three P.M., that is, six hours. Of this time the morning recess occupies fifteen minutes, from half-past ten to quarter to eleven; the noon intermission one hour, from twelve to one, and the afternoon recess fifteen minutes, from two to quarter past two. Thus, the two recesses and the intermission occupy one hour and a half of the six hours prescribed by the State Law, leaving but four hours and a half of actual school each day. The number of school days in each week is five. Four hours and a half each day for five days gives twenty-two hours and one half as the total time actually spent in the school room at school work in each week by the girls and boys of the Grammar grades, and the same, or very nearly the same, is also true of the High Schools, whose pupils have an average age of seventeen years.

In view of these facts it is idle, and worse than idle, to charge the Public Schools with breaking down the health of their pupils by over-confinement and over-work. There is hardly one girl in a thousand, or a boy in ten thousand, who could not, and who cannot, regularly enter upon and thoroughly complete the entire Primary, Grammar, High, and Normal School courses of public instruction as at present arranged and conducted in this city, not only with positive safety, but with actual physical improvement during the whole period, were it not for other and wholly outside influences, which none more fully understand and more deeply regret than faithful teachers themselves, but which, unfortunately, they cannot control except in a very indirect manner and to an extremely limited degree.

COMPARATIVE HEALTH OF BOYS AND GIRLS.

The boy's health seldom or never fails. His spontaneous activity and irrepressible playfulness unconsciously impel him to the very out-door exercises which become his physical salvation. Until twelve or thirteen, that is, up to the time which usually finds her in the fourth or the third grade, the girl runs, hops, skips, jumps, climbs, and romps nearly as much as the boy, though in different ways, and until that time she is absolutely almost, and relatively quite, the equal of the boy in physical health, and she might remain so but for the slavery of fashion. About that time, however, the fond but foolish mamma, and the proud but prudish papa, in unconscious slavery to social folly, deliberately commence the gradual killing of their girls. Their days of youthful, healthful freedom suddenly begin to depart. They must no longer run races, play tag, drive hoop, jump rope, toss balls, swing on gates, scale fences, and climb trees, because all that makes them "too much like a boy." So there their ways divide and thence their equality ceases. The boy, hand in hand with vigorous, shouting, out-door exercise, tanned by the sunshine and bronzed by the breezes, sweeps forward from strength to strength and enters with bounding pulse and throbbing health upon the worthier achievement of robust and stalwart young manhood and the glorious physical freedom of masculine independence—

"A heritage, it seems to me,
Worth being male to hold in fee."

But the poor girl may no longer run at the top of her speed, shout at the top of her voice, or play with all her might, lest she become a romp, a hoyden, or a Tom-boy. She must walk softly and slowly, speak

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