Course of Study and Rules
of the
Granbury City Schools

1915-1916

Published by Order of Board of Trustees
Course of Study and Rules
of the
Granbury City Schools
1915-1916
Published by Order of Board of Trustees
BOARD OF TRUSTEES

W. M. Riley, President Term expires 1917
W. H. Cherry, Secretary Term expires 1916
Dr. T. H. Dabney Term expires 1917
W. T. Butler Term expires 1917
J. H. Doyle Term expires 1916
C. L. Russell Term expires 1916
A. L. Peters Term expires 1917

STANDING COMMITTEES

FINANCE AND CLAIMS
T. H. Dabney J. H. Doyle W. H. Cherry

BUILDING AND GROUNDS
C. L. Russell W. T. Butler J. H. Doyle

GRIEVANCE
Quorum of Board

PURCHASING
W. T. Butler W. H. Cherry

FACULTY

HIGH SCHOOL
R. P. Jarrett, Superintendent
L. I. Peabody College for Teachers
Permanent Certificate
History
W. T. Hightower, Principal
Texas Christian University
First Grade Certificate
Mathematics and Science
Mrs. A. P. Gordon
L. I. Peabody College for Teachers
Permanent Certificate
English and Latin

GRAMMAR SCHOOL DEPARTMENT
Mrs. Dora E. Dobbins
Baylor University
First Grade Certificate
Seventh and part of Sixth Grades
Miss Lula Cloch
Baylor Female College
First Grade Certificate
Fifth and part of Sixth Grades

PRIMARY DEPARTMENT
Mrs. R. P. Jarrett
North Texas State Normal
Permanent Certificate
Fourth, and part of Third or Fifth Grades
Mrs. H. J. Kerr
Add-Ran College
First Grade Certificate
Second and Third Grades
Miss Ruth Cloch
Baylor Female College
First Grade Certificate
First and part of Second Grades
CALENDAR

1915

First Term Begins .............................................. Monday, September 13
Hood County Teacher's Institute Begins ........ Monday, September 13
Hood County Teacher's Institute Ends .............. Friday, September 17
Thanksgiving—Holiday ............................................ Thursday, November 25
Christmas Holidays Begin ..................................... Friday, December 24

1916

Christmas Holidays End ....................................... Monday, January 3
Mid-Term Examinations Begin ......................... Monday, January 17
Mid-Term Examinations End ............................. Friday, January 21
First Term Ends ............................................... Friday, January 21
Second Term Begins .......................................... Monday, January 24
Washington's Birthday ...................................... Tuesday, February 22
San Jacinto Day ................................................... Friday, April 21
Baccalaureate Sermon ......................................... Sunday, May 21
Final Examinations Begin ................................. Monday, May 22
Final Examinations End ................................ ....... Thursday, May 25
Graduating Exercises, 8 p. m. ......................... Friday, May 26
Reports Delivered to Pupils, 4 p. m. ............... Saturday, May 27

RULES AND REGULATIONS.

Parents or Guardians.

PATRONS OF THE SCHOOL ARE REQUESTED:

1. To visit the school often and acquaint themselves with what is being done.
2. To encourage the children to make preparation on some part of their work at home.
3. To have their children attend regularly and to send them on time.
4. To know they are in school.
5. To furnish written excuses in cases of unavoidable absence, or urgent demand for coming home during school hours.
6. To confer with the superintendent or teacher freely regarding the interest of their children.
7. To have their children enrolled on the first day of the term so they may be properly classified.
8. To discourage all parties and entertainments on nights preceding school days.
9. To see that their children have all the necessary books immediately upon classification. They will not be allowed to study from the same book and they cannot do their work without books. In addition to the books laid down in the curriculum, every pupil above the fourth grade should have either Webster's Common or Webster's High School Dictionary.
10. To remember the imagination of children is very active and that in many cases children highly color the happenings at school. Parents are earnestly requested not to pass judgment until they shall have conferred with the teacher or superintendent.
GRANBURY CITY SCHOOLS

11. To call to mind the fact that the teacher is charged with both the instruction and discipline of from 40 to 60 pupils, each differing in temperament, disposition and home training. When the critical disposition gets possession of a parent, he should think of his own troubles in controlling the few children intrusted to his care, and lend the teacher a helping hand. He should further remember that he as well as the teacher is responsible for his child's conduct and progress in school.

GENERAL INFORMATION.

1. The school year shall begin on Monday, September 13, 1915.

2. There shall be a vacation from December 24, 1915 to January 3, 1916.

3. The school year shall be divided into two terms.

4. There shall be two sessions of the school daily, except Saturdays and Sundays. The forenoon session shall begin at 9 a.m. and close at 12 m. The afternoon session shall begin at 1 p.m. and close at 4 p.m.

5. There will be a 20 minutes recess, both in forenoon and afternoon.

6. There shall be examinations in all grades above the fourth at the end of the first and second terms. The examination at the end of the second term to be final, covering the year's work.

7. All persons between the ages of 7 and 21 who are bona fide residents within the limit of the Granbury Independent School District shall be admitted to the school thereof without the payment of tuition. All persons between the ages of 7 and 17, whose parents are non-residents of Granbury Independent School District, by paying their state and county apportionment transferred to or placed in the treasury of the Granbury Independent School, shall be permitted to attend as long as the money will pay for his tuition. Children under six years of age will not be admitted. Children under seven years will not be admitted after September 27, 1915.

8. All tuition is payable monthly in advance, as follows: 1st, 2nd, 3rd, and 4th grades $1.50; 5th, 6th, and 7th grades $2.00; 8th, 9th, 10th, and 11th grades $2.50.

9. To prevent the interruption of the teachers except in cases of great emergency, parents and others desiring to transact business with teachers must call at a time not appropriated to work in the rooms. During the noon hour or immediately after 4 o'clock will be the most convenient times. Those wishing to see the work of the school are welcome at any time.

10. No advertisements shall be distributed on the school premises, and no announcements made by superintendent or teachers, except those that pertain to school work.

11. Any damage to school property shall be repaired or paid for by the parent or guardian of the parties committing the damage, immediately upon notification, under penalty of expulsion.

12. Any rule to which the superintendent wishes special attention given may be pointed out in monthly report to parents.

13. Pupils may take private instruction in music and expression. This work must not be done during recess or the noon hour and must not interfere in any way with the relations of the pupil.

SUPERINTENDENT.

1. The superintendent is the executive officer of the Board. He shall act under its advice and direction.

2. He shall exercise general supervision over the schools of the city and see that all rules are rigidly enforced and observed.

3. He shall aid, advise and encourage the teachers in their work.

4. He shall keep a record of grade, work, attendance, deportment and promotions of all pupils in the school.

5. The superintendent shall have power to suspend or dismiss any pupil of the school whose conduct and behavior is injurious to the school, no suspension to be for more than one week. The Board alone has power to expel.
6. The superintendent will make a report to the Board at the end of each month, showing the enrollment, attendance, cases of tardiness, suspension, and cases of corporal punishment and other such matters as the Board may desire.

7. The superintendent must not allow any pupil to remain in school whose tuition has not been paid, except by authority of the Board.

8. The superintendent shall submit to the grievance committee any complaint that he cannot satisfactorily adjust. This shall be put in writing by the complainant.

9. The superintendent shall make a daily program for the teachers, which must be strictly adhered to, unless a change is granted by the superintendent.

TEACHERS.

1. Teachers are expected to perform all duties assigned by the superintendent.

2. Teachers though assigned to one grade, may be afterwards changed, assigned to teach other grades, parts of grades, or to keep order in other rooms, as convenience or necessity may require.

3. Teachers shall be in their rooms at least 30 minutes before the opening of school each day. They shall require all pupils to go directly to their seats and there, without talking to engage in the preparation of their work for the day.

4. Teachers shall go upon the grounds at recess and at noon.

5. Teachers shall give careful attention to the temperature and ventilation of their rooms.

6. Each teacher shall keep such records and make such reports as may be required by the superintendent.

7. Any teacher who is tardy, i.e., arrives after 8:30, shall report to the superintendent.

8. Teachers will attend any and all meetings upon the call of the superintendent.

PUPILS.

1. Pupils are requested to be faithful in the perform-
over them from the time they leave the custody of their parents and guardians until they return to their homes in the afternoon. Parents are requested to have their children report to them immediately after the close of school each day. (See Bolding vs. State C. A. 175.)

10. No pupil will be retained in school unless furnished with books and all necessary articles prescribed for his work.
11. The pupil shall be held responsible for the condition of his desk and the floor around it, and the teacher may change his desk at any time for cause.
12. No pupil shall be promoted unless he has done the work of his grade and is able to do the work of the next grade.
13. Pupils, for neglect of work or failure to do his work, may be "demoted" or suspended.
14. Pupils render themselves liable to corporal punishment, suspension, and expulsion by obstinate disobedience, quarrels, fights, disorderly conduct, indolence, truancy, disrespect to teachers about the school or on the street, using tobacco on or about the school grounds, uttering profane or unchaste language, or persistent violation of any rules or regulations of the school.
15. Pupils must be quiet at all times in their rooms and in the halls. Pupils must refrain from all communication during study hours.
16. Pupils must not bring to school any papers, magazines, periodicals, or books, other than those directed by the teacher.
17. No pupil known to be affected with a contagious disease or coming from a family where such disease prevails shall be received or continued in the schools.
18. Pupils must be polite and considerate of other pupils and obedient and respectful to all teachers of the school. This must be observed upon the streets as well as upon the school grounds.
19. Pupils shall go upon the grounds at all intermissions excepting cases where teachers and superintendent shall deem it wise.

20. In primary and grammar school departments all pupils shall be required to take the course of study full and regular for their respective grades, unless excused by the Board.
21. Pupils shall give cheerful obedience to all regulations of school, whether enumerated herein or not.

GRIEVANCES.

1. All complaints and grievances must be made to the superintendent, and should he be unable to adjust the matter it shall be put in writing by the complainant and submitted to the Board. All complaints must come thus in writing, and must reach a quorum of the Board, sitting together, in order to receive any attention whatever.

JANITOR.

1. The janitor shall be subject to the supervision of the superintendent.
2. He shall contract to serve as long as his work is satisfactory to the superintendent.

COURSE OF STUDY.

Work in Elocution.

Work in Elocution will be provided through all the grades by reading, declamation, dialogues, composition, and in the higher grades, debates, under the supervision of teachers, and as often as can be arranged under the program.

General

Special lessons on subjects of interest and value will be given by the teachers of all grades. This will include particularly such subjects as deportment, morals and manners, personal habits and conversation, kindness to animals, effects of alcohol and tobacco, etc. In this way will the teacher stamp her individuality upon the pupil and have room for her best work.

Collateral Reading

To save indiscriminate and sometimes worthless or harmful reading by pupils, to have such reading as is suited
to the stage of advancement and mental needs of the individual, and to get such work as will fit in with their regular studies, a list of books is given herewith. The list includes the very best in literature, each selected to supply some special need in the pupil. These are not intended to constitute a pupil’s entire reading, but to open to him the enjoyment of the best in certain lines and develop in him a taste for reading that will cause him to seek more of the same stamp. Advice and direction will be given in the choice of reading matter by teacher.

The minds of children are very active. They must be reading something. If good books are not provided for them they will get hold of books of an injurious nature and read them. Parents should know the character of the books their children are reading. They would do well to see while their children are in school, said children do no outside reading other than the books mentioned below for their respective grades. The superintendent will give special attention to collateral reading for the grades.

**PRIMARY DEPARTMENT.**

In the primary department consisting of the first, second, third and fourth grades, the children should learn the following things:

1. To recognize quickly the symbols of ideas and thoughts expressed in written characters and to read aloud with ease simple prose and poetry.
2. To spell correctly words they use in conversation and words they use in their text books.
3. To write legibly, neatly, and with ease and reasonable rapidity.
4. To add, subtract, multiply and divide whole numbers with rapidity and accuracy; to know many facts about the simpler measures in common use involving value, time, weight, length and capacity; and to solve simple problems with respect to the same.
5. To understand and to observe the rules of good health.

6. To see and to hear accurately, observe closely, and to know many elemental facts of nature.
7. To have a reliable knowledge of local geography.
8. To be able to repeat from memory choice quotations of wisdom in poetry and prose.
9. To know and to enjoy suitable literature of childhood found in fable, folks stories, and stories of heroes.
10. To be respectful and obedient to those in authority and especially to the aged, and to tell the truth always.

**First Grade—First Term.**

**Reading**—Exercises from chart and blackboard, six to eight weeks. *Playmates Primer.* Use word method until some forty or fifty words have been learned. Combine words into sentences. See that pupils understand what they read and that they express the thoughts in a natural manner.

**Spelling**—Teacher should study very carefully suggestions on pages 7-14 in adopted speller. Spell words from chart, blackboard, conversation and primer. First teach by use of written words, then by phonetic spelling, afterwards by oral and written spelling.

**Language**—By use of objects and pictures teach simple words, names of things, of materials and of people. Write these words and names on the blackboard and have the pupils make statements about them. Give careful attention from the beginning to correct expression. A copy of some suitable outline of primary language should be in the hands of the teacher.

**Numbers**—First Journeys in Numberland, in the hands of the teacher only, to page 41. Teach from objects and blackboard simple concrete combinations to ten, inclusive. Be sure that the pupil has an idea of numbers before teaching him figures. Read and write numbers to 100.

**Writing**—New Outlook Writing System, Book One. Write on blackboard and tablet words learned each day, and words and short sentences from reader. Careful attention should be given to position and manner of holding pencil.
Drawing—Drill exercises, common objects and illustrated drawing.

General Lessons—Physiology and Hygiene, suitable songs, local geography, and nature study, free-arm movement and marching.

Second Term.

Reading—Use Arnold’s Primer, Hill’s Reader, Book One, and Art Literature, Book One. All these books should be completed. Drill on sounds of vowels and consonants, and slow pronunciation. New words should be pronounced and their meaning made familiar when the lesson is assigned.


Language—Memory gems once a week. Seek to develop the power of expression. Written work, copying words and sentences expressing the pupil’s own thought. Teach the use of capitals and periods, the pronoun I, the interrogation point. Give dictation in work connected with reading.

Numbers—First Journeys in Numberland, in hands of teacher only, to page 82. Read and write numbers to 1000. Roman notation to X. Number stories with objects to 10.

Writing—New Outlook Writing System, Book One. Write with lead pencil.

Drawing—Work of first term continued.

General Lessons—Talks on fruits, flowers, domestic animals, the seasons, etc. The work of the first term continued.

Supplementary Books in the Library: Lights to Literature, I; Progressive Course in Reading, I; The Lee Reader, I; Graded Literature Reader, I; With Pencil and Pen; Classics, Old and New, I.

Second Grade—First Term

Reading—Read and re-read Hill’s Reader, Book Two, and read Art Literature Reader, Book Two. Read at least twice a day. Review frequently, and have each lesson well read before passing it.

Spelling—Use words from reader, and continue The New Century Spelling Book to section 44, page 86 of the second grade work. Keep list of words frequently misspelled and use them in reviews. Easy sentences from dictation. Have pupils to separate words into syllables and mark the accented syllables.

Language—Use Our Language, First Book, in hands of the teacher only and complete to section 45, page 57. Reproduction of short stories; dictation exercises; distinguish between questions, commands and statements.

Numbers—Use First Journeys in Numberland, in hands of teacher only, reviewing work of the first grade and completing to page 110. Teach combination to 80; Roman notation to L. Use numbers of three digits.

Writing—The New Outlook Writing System, Book Two. Alternate with drawing.

Drawing—Book No. I. completed.

General Lessons—Physiology and Hygiene, suitable songs, local geography, and nature study using this outline: Land, Water, Sky, Winds, Birds and other animals, Insects, Trees, Flowers, Also roots, cereals and leaves used as food. Fruits and their uses, The home of eight or ten familiar fruits.

Second Term.

Reading—Read and re-read Art Literature, Book Two, and some other supplementary text. Maxims and carefully chosen selections of poetry memorized and recited. Observe marks of punctuation and use of capital letters.

Spelling—Use words from reader, and complete the second grade of The New Century Spelling Book. Review work of first term and see that pupils understand meaning of words used.

Language—Continue to section 71, page 95. Oral and
written reproduction of stories. Correct use of I, he, she, it, they, we, you. Also abbreviations Mr., Mrs., Dr., Prof., St., etc.

Numbers—Complete First Journeys in Numberland, in hands of teacher only, and review. Teach combinations to 40. Use numbers containing more than four digits.

Writing—The New Outlook Writing System, Book Two. Alternate with drawing.

Drawing—Book No. II. completed.

General Lessons—Continue the work of the first term. Teach the following in connection with home geography: distance, direction, cardinal points, ideas of surface, and give general ideas of plants and flowers, their kinds and parts.

Supplementary books in the library: The Lee Reader, II; Bow-Wow and Mew-Mew; Progressive Course in Reading, II; Grades Literature Reader, II; Classics, Old and New, II.

Third Grade—First Term.

Reading—Read and re-read Hill's Reader, Book Three. Then read Art-Literature Reader, Book Three. Give careful attention to all the elements of good reading.

Spelling—Use words from reader and other texts, and continue to page 54 of The New Century Spelling Book.


Geography—Use World Geography, First Book, completing to middle of page 44. Oral talks by teacher. Forms of land and water, having pupils draw maps of places studied, such as school yard, Hood county, locating the railroad, river, Granbury and other principal places in the county.

Writing—New Outlook Writing System, Book Three. Alternate with Drawing.

Drawing—Book No. III. Water colors.

General Lessons—In Physiology and Hygiene use First Book of Health to page 43, text in hands of teacher only. Stories of importance of kind and gentle conduct. Oral lessons on use and care of teeth, skin, eyes, ears, etc.

Second Term.

Reading—Re-read Art Literature Reader, Book Three, and some other supplementary text.

Spelling—The New Century Spelling Book continued to page 65. Each pupil in this grade should have a small dictionary and be taught to use same.


Geography—Continue World Geography, First Book, to page 86, and review. Much attention should be given to map drawing.

Writing—New Outlook Writing System, Book Three. Alternate with Drawing.

Drawing—Book No. III. Water colors.

General Lessons—Work of first term continued to page 81.

Supplementary Books in the Library: Classics, Old and New, III; The Lee Reader, III; Progressive Course in Reading, III; Stories of American Life and adventure; Frye's First Book in Geography; Stepping Stones to Literature, III; Anderson's Fairy Tales.

Fourth Grade—First Term.

Reading—Use Hill's Reader, Book Four, and review. Attach importance to inflection and expression.
Spelling—Study words selected from all other subjects, and continue The New Century Spelling Book to page 75. Teach diacritical marks, syllables, and accent.

Language—Use Our Language, Second Book, to page 64. At least one composition a week from each pupil.


Geography—Use World Geography, First Book, completing from page 86 to 158. Map drawing.

Writing—New Outlook Writing System, Book Four. Alternate with drawing.

Drawing—Book No. IV. Water color.

Second Term

Spelling—Use Elson's Fourth Grade Reader and review.

Language—Use words from all other subjects, and continue The New Century Spelling Book from page 75 to page 86. Each pupil should have a small dictionary, and be taught how to use it.

Numbers—Use Sutton and Bruce's Arithmetic, Lower Book, to page 202, and review. Use Hopkins and Underwood's Mental Arithmetic.

Geography—Complete World Geography, First Book, from page 158. Map drawing. Review text, giving special attention to plant and animal distribution.

Writing—New Outlook Writing System, Book Four. Alternate with drawing.

Drawing—Book No. IV. Water color.

General Lessons—First Book of Health, in hands of teacher only, from page 121 to 164, and review. Suitable songs and nature study. Give two lessons per week.

Supplementary Books in Library: Sky Neighbors; Arabian Nights; Classics, Old and New, IV; Robinson Crusoe; The Earthen and its People. The United States, Our American Neighbors, Europe, Distant Countries by I. O. Winslow.

GRAMMAR SCHOOL DEPARTMENT.

In the grammar school department, including the fifth, sixth and seventh grades, the children should learn the following things:

1. To read newspapers, magazines and books of general interest and to love the reading of good books.

2. To write a correct note, letter or essay on any subject within their comprehension, and to express their thoughts orally in idiomatic English.

3. To solve readily the problems of every day life or those that involve only arithmetical processes.

4. To acquire an acquaintance with the history of the State and Nation and an understanding of the principles and policies of our government.

5. To acquire an acquaintance with and a love for the best literature of the language and to fill their minds with gems of thought to which they may anchor their thinking and action.

6. By observation and study, to become acquainted with the facts of nature as exhibited in the life of plants and animals. This will be a preparation for the study of the subject of agriculture.

7. To observe, love and reproduce the beauties of nature and art.

8. To cultivate a high sense of honor as the basis of good conduct.

Fifth Grade—First Term.

Reading—Use Hill's Reader, Book Five.
Spelling—Use new words from all other subjects and complete The New Century Spelling Book from page 86 to page 99. Each pupil should have a small dictionary of his own, and should be taught to use a large dictionary.

Language—Use Our Language, Second Book, from page 110 to 171. Composition writing each week.


Geography—World Geography, Second Book, from page 1 to page 70. Map drawing.

Physiology—Use The Human Body and Its Enemies, completing to Chapter XI.

Writing—New Outlook Writing System, Book Five. Alternate with drawing.

Drawing—Book No. V.

General Lessons—Work of first term continued.

Supplementary Books in Library: The Young Citizen; Ways of Wood Folk; Pioneers on Land and Sea; How we are Fed; Heroes of Chivalry; The Lee Reader, V; The Progressive Course in Reading, V; Water Babies; American Inventions and Inventors; King of the Golden River.

Sixth Grade—First Term.

Reading—Alternate the reading of this grade with spelling. Use Elson’s Sixth Grade Reader and Classics.

Spelling—Use words from all other subjects, and continue the New Century Spelling Book to page 123. Each pupil should have a small dictionary of his own, and should be taught how to use the large dictionary.

Grammar—Use Our Language Grammar, completing to page 83. One composition per week.

History—Complete A School History of Texas to Chapter VIII, page 188. Other text and stories from the school library should be used.


Physiology—The Human Body and Its Enemies, from Chapter XIII to Chapter XXXV.

Arithmetic—Use Sutton and Bruce’s Arithmetic, Higher Book, from page 62 to page 122, and review.

Writing—New Outlook Writing System, Book Six. Alternate with drawing.

Drawing—Book No. VI.

General Lessons—Continue songs and nature study as in preceding grades.

Second Term

Reading—Continue work of the first term.

Spelling—Use words from all other subjects, and continue The New Century Spelling Book to page 135. Each
pupil should have a small dictionary, and should be taught how to use the large dictionary.

Grammar—Our Language Grammar to page 126, and review. One composition per week.

History—Continue A School History of Texas from page 188 to page 376, and review. Other texts and stories from the school library should be used.


Physiology—Continue The Human Body and Its Enemies from chapter XXXV to end of text, and review.


Writing—New Outlook Writing System, Book Seven.

Second Term

Reading—Classics.

Spelling—Use new words from all other subjects, and continue The New Century Spelling Book from page 160 to page 184.

Grammar—Complete Our Language Grammar from page 190 to page 261, and review. One composition per week.

History—The Student's History of Our Country, from page 244 to end of text, and review.

Geography—Continue World Geography, Second Book from page 341 to page 409, and review. Map drawing.

Agriculture—Complete Elementary Principles of Agriculture, and have pupils read The Story of Cotton Agriculture may alternate with spelling.


Writing—New Outlook Writing System Book Seven.

HIGH SCHOOL DEPARTMENT.

Upon reaching the High School, the pupil should be well versed in the subject matter of the elementary school. He should read with ease and appreciate subject matter of average difficulty, should be able to understand and apply the fundamental principles of arithmetic, should have fair knowledge of United States History, Texas History, and descriptive geography, should know the fundamentals of
English Grammar, spell well, express himself grammatically, and his written work should show fairly good knowledge of punctuation and form.

For the purpose of training the pupil in appearance before the public, for the study of parliamentary usage, for its disciplinary power and culture value, the junior and senior classes will be organized into a literary society. This work in past years has been of much real value to our pupils, and it is believed that the work will be of a more potent influence in the future.

In order to receive credit for a course in the High School the pupil must make an average grade of 75 per cent on the subject. In case a pupil fails to receive credit for a course, he must take the same again during the next year and must receive credit for same before taking other courses in the same subject. He may also take such work in the next higher grade as the superintendent may think advisable; however, the daily program will not be changed to suit the demands of such pupils.

Diplomas and Certificates

Those who receive credit for the entire work given in the Granbury High School will be declared graduates of the same, and will receive a diploma at the close of the year during which the credit is received.

Those who receive credit for the entire work except Latin, given in the Granbury High School, will receive a certificate showing the credits received. The same will be given at the time diplomas are delivered to the graduates.

<table>
<thead>
<tr>
<th>Required Work For</th>
<th>Required Work For A Graduation Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>First Year</td>
</tr>
<tr>
<td>1. Arithmetic I</td>
<td>1. Arithmetic I</td>
</tr>
<tr>
<td>3. History</td>
<td>3. History</td>
</tr>
<tr>
<td>4. English</td>
<td>4. English</td>
</tr>
<tr>
<td>5. Latin</td>
<td>5.</td>
</tr>
</tbody>
</table>


Training in English has in view a two-fold object, namely (I) power and freedom in the use of language; (II) interest in and appreciation of the best literature. Hence the work embraces on the one hand the study and practice of composition, and on the other hand the reading and analysis of the productions of famous authors. The two phases of the work are very closely related and will be carried on, as far as possible, side by side.

First Year English

Training in this year should have a four-fold object: (I) ability to read; (II) freedom in the use of good English; (III) interest in, and appreciation of good literature; (IV) some knowledge of technical grammar.
First Term (Four and one-half months.)

(a) Literature—William’s Choice Literature, Book II.
For reading, any four of the following:
- Pilgrim’s Progress—Bunyan.
- Treasure Island—Stevenson.
- Tales of a Wayside Inn—Longfellow.
- Old Testament Narratives—Baldwin.
- The Vision of Sir Launfal—Lowell.
- Story of the Greeks—Guerber.
- Story of the Romans—Guerber.

(b) Herrick and Damon’s New Composition and Rhetoric, begun.
(One composition a week.)

Second Term. (Four and one-half months.)

(a) Literature—William’s Choice Literature, Book II, completed.
For reading, any four of the following:
- The Sketch Book—Irving.
- A Tale of Two Cities—Dickens.
- Twice Told Tales—Hawthorne.
- Tales from Shakespeare—Lamb.
- Last of the Mohicans—Cooper.
- Legends of the Middle Ages—Guerber.
- Silas Marner—George Eliot.

(b) Herrick and Damon’s New Composition and Rhetoric, to page 221. (One composition a week.)

Second Year English.

First Term. (Four and one-half months.)

(a) Literature—Long’s American Literature,
Masterpieces of American Literature—Scudder.
For reading, any four of the following:
- Autocrat of the Breakfast Table—Holmes.
- Farewell Address—Washington.
- Second Bunker Hill Oration—Webster.
- Representative Men—Emerson.
- Autobiography—Franklin.
- Life of Goldsmith—Irving.
- Poems and Tales—Poe.

(b) Herrick and Damon’s New Composition and Rhetoric, completed. (One composition a week.)

Second Term. (Four and one-half months.)

(a) Literature—Long’s American Literature.
Masterpieces of American Literature—Scudder.
For reading, any four of the following:
- Mosses from an Old Manse—Hawthorne.
- Southern Poets—McMillan Company.
- Self-Reliance and Compensation—Emerson.
- Evangeline—Longfellow.
- Marse Chan—Page.

(b) Herrick and Damon’s New Composition and Rhetoric to page 426. (One composition a week.)

Junior English.

First Term. (Four and one-half months.)

(a) Literature—Macbeth—Shakespeare; Minor Poems—Milton; Life of Johnson—Macaulay.
For reading, any three of the following:
- Idylls of the King—Tennyson.
- The Traveler and Deserted Village—Goldsmith.
- Ivanhoe—Scott.
- Speech on Conciliation with America—Burke.
- Essays on Clive and Hastings—Macaulay.

(b) Herrick and Damon’s New Composition and Rhetoric, continued. (One composition a week.)

Second Term. (Four and one-half months.)

(a) Literature—First Bunker Hill Oration—Webster; Essay on Burns—Carlyle.
For reading, any three of the following:
- Heroes and Hero Worship—Carlyle.
- My Heart Leaps Up When I Behold; Ode on Immortality; Lines—Wordsworth.
- The Fairy Queen—Spencer.
- The Prologue to Canterbury Tales—Chaucer.
Essays: of Truth, of Revenge, of Adversity, of Great Place, of Seeming Wise—Bacon.
(b) Herrick and Damon’s New Composition and Rhetoric, completed and reviewed. (One composition a week.)
Senior English
First Term (Four and one-half months)
(a) Literature—Long’s English Literature.
Speech on Conciliation with America—Burke.
Rape of the Lock—Pope; Henry Esmond—Thackeray.
For reading any three of the following:
Mazeppa, Prisoner of Chillon—Byron.
The Lost Leader, Home Thoughts from Abroad, Rabbi Ben Ezra—Browning.
Sir Roger de Coverly Papers—Addison.
Lays of Ancient Rome—Macaulay.
(b) Review of English Grammar, Kittredge and Farley’s English Grammar. (Frequent theme writing.)
Hamlet—Shakespeare.
Sesame and Lillies—Ruskin.
Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur—Tennyson.
For reading, any six of the Junior and Senior years not previously offered.
(b) Review of English Grammar, Kittredge and Farley’s English Grammar. (Frequent theme writing.)
Library and Reference Books: (I) Classics—All books required for the entire four years work with many others; (II) English—Essentials of English Composition—Tarbell; Elementary English Composition—Scott and Denney; Composition and Rhetoric—Williams; Composition and Literature—Webster; Elements of Rhetoric and English Composition—Carpenter; Composition and Rhetoric—Epes Shadde; Composition and Rhetoric—Brooks and Hubbard; Teacher’s Manual for the Study of English Classics—Marsh and Hoytter; Composition and Rhetoric—Lockwood and Emerson; History of American Literature—Smiley; Studies in American Literature—Noble; American Literature—Newcomer.
History
Supt. Jarrett.
The study of history is absolutely essential in the high school curriculum. Through it the judgment is cultivated and the pupils taught to see relationship and detect analogies, to think clearly and systematically; through the constant effort to recreate the past, the memory and the imagination are quickened and strengthened. But aside from this disciplinary power, history has a great practical value. Progress comes by making additions to the past or by the gradual change of past condition. Boys and girls should be given a knowledge of the past that they may gain a better understanding of their environments and of their duties and responsibilities of citizenship. In the teaching of history the pupil’s head should not only be filled with a mass of facts; he should be shown the unity and continuous movement of history, the steady march of humanity up to its present level. By means of maps and charts he is familiarized with the geography of history, through supplementary reading he is made to feel more keenly the actual life of the period; by means of essays and summaries he is made to assimilate that which he has learned, and last but not least, by careful correlation, the pupil is given a better understanding of the work.
First Year (Nine Months)
Ancient History—Myers. Map drawing and composition work will be required in this course. Reference work and supplementary reading and outline will be used.
Second Year (Nine Months)
Mediaeval and Modern History—Myers. Character of work same as required in Ancient History.
Junior Year. (Nine Months)
Andrew's History of England. Character of work same as required in Ancient History.

Senior Year.
American History. (Four and one half months)
(a) State adopted High School American History. Character of the work same as in Ancient History, with the exception that the pupil is required to do more individual source work.

Civil Government. (Four and one-half Months)
(b) Civil Government—State adopted text with supplementary work.
This course is given the second half of the senior year. Some source work is done and a paper on some phrase of the subject is required.


Epochs of American History—Hart; A History of England—Coman and Kendall; A History of England—Niver; Ancient Mediaeval and Modern History—West; History of Western Europe—Robinson; The South in the Building of the Nation, eight volumes; MacCoon's Historical Maps.

Physiological Geography.
First Year. Nine Months.
W. T. Hightower.

Tarr's New Physical Geography will be used as text. Much map drawing and laboratory work will be required in this course. The Author's Teacher's Guide will be in the hands of the teacher.

Physiology.
Second Year. (Four and one-half Months.)
W. T. Hightower.

Ritchie's Human Physiology with experiments and sup-

complementary text will be used. The digestive organs of the cat or rabbit, the frog and specimens from the local butcher will receive careful study. A careful study of diseases and precautions will be made. Teacher and pupils will discuss sanitation, pure drinking water, methods of destroying flies, mosquitoes, etc. Pupils will be required to record in suitable note-books drawing and statements of the experiments.

Physics.
(Nine Months)
W. T. Hightower.

This course shall consist of general recitation work based upon the subject matter in the text, and laboratory work. The aim will be to give a general survey of the subject matter of elementary physics, and the application of its law and principles to the problems of every day life. As far as possible the course will be made practical but not to the detriment of the science. The solution of numerical problems will constitute an essential part of the course. Not less than thirty-six carefully chosen experiments will be performed by each pupil. Carhart and Chute's First Principles of Physics with laboratory experiments will be used as the text.


Mathematics.
W. T. Hightower.

It is not how much work the pupil attempts, but how well he does the work that determines his success. The course outlined below is intended to be practical and to meet the demands of the pupil, as they arise in every-day life. To the accomplishment of this end those principles, essentially fundamental, will be emphasized. Thoroughness will be
insisted upon, and to meet these requirements, the work is so arranged that each pupil may do it thoroughly before being promoted.

First Year—First Term
Arithmetic—A thorough review of Sutton and Bruce's Arithmetic, Higher Book. Stress will be laid upon the solution of practical problems in advanced mental arithmetic.

Second Term
Algebra—Wentworth's New School Algebra, begun.

Second Year
Algebra—Wentworth's New School, continued.

Junior Year
Algebra—Wentworth's New School Algebra, completed and reviewed first term.

Geometry—Wentworth and Smith's Plane Geometry, Books I, II, III and IV.

Senior Year
Geometry—Wentworth and Smith's Plane Geometry, completed and reviewed, and a thorough review of Arithmetic and Algebra will be given.


Latin
Mrs. Gordon

In the first year a mastery of forms shall constitute the chief aim. Special emphasis will be put upon pronunciation, division of words into syllables and the natural order of words into sentences. In the second year the effort of the pupil will be directed toward acquiring the ability to translate easily Latin of average difficulty, and becoming familiar with the common principles of syntax. Particular attention will be paid to style of author, sources of material, etc., during the later year.

First Year—(Nine Months.) Collar and Daniel's First Latin Book, completed and reviewed.

Second Year—(First term of four and one-half months.) Brittan's Gate to Caesar and prose composition.

Second term, four and one-half months. Bennett's Caesar, Books I and II. Bennett's Latin Writer.

Junior Year—(First term, four and one-half months.) Bennett's Caesar, Books III and IV. Bennett's Latin Writer, Bennett's Latin Grammar.


Second term, four and one-half months. Vergil, the Aeneid, Books I and II. Prose Composition. Greenough & Kittredge's Vergil and Allen & Greenough's Latin Grammar.

## DAILY SCHEDULE FOR HIGH SCHOOL CLASSES

<table>
<thead>
<tr>
<th>TIME:</th>
<th>GORDON</th>
<th>HIGHTOWER</th>
<th>JARRETT</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:40</td>
<td>Eng. (3 per w)</td>
<td>Geometry, 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lit. (9 per w)</td>
<td></td>
<td>American Hist. 11</td>
</tr>
<tr>
<td>9:40-10:20</td>
<td>Latin, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:20-10:40</td>
<td></td>
<td>RECESS</td>
<td></td>
</tr>
<tr>
<td>10:40-11:20</td>
<td>Latin, 9</td>
<td>Algebra, 10</td>
<td>History, 8</td>
</tr>
<tr>
<td>11:20-12:00</td>
<td>Latin, 11</td>
<td>Arithmetic, 8</td>
<td></td>
</tr>
<tr>
<td>12:00-1:00</td>
<td></td>
<td>NOON</td>
<td></td>
</tr>
<tr>
<td>1:00-1:40</td>
<td>Latin, 10</td>
<td>Phys.</td>
<td></td>
</tr>
<tr>
<td>1:40-2:20</td>
<td>Eng. (3 per w)</td>
<td>Geometry, 11</td>
<td>History, 9</td>
</tr>
<tr>
<td></td>
<td>Lit. (9 per w)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:20-2:40</td>
<td></td>
<td>RECESS</td>
<td></td>
</tr>
<tr>
<td>2:40-3:20</td>
<td>Algebra, 9</td>
<td>Eng. (3 per w)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lit. (9 per w)</td>
<td>Lit. (9 per w)</td>
<td></td>
</tr>
<tr>
<td>3:20-4:00</td>
<td></td>
<td>Physics, 11</td>
<td>History, 10</td>
</tr>
</tbody>
</table>

## CONCLUSION

The Granbury Public School was organized in 1891. Our citizenship of that day intended that their children, and their children’s children, should have the best that their general condition could secure in the realm of intellectual training. This is evidenced by the fact that our public school building—an excellent one for that time—was built and a special tax of fifty cents on the one-hundred dollars was voted. As excellent superintendent and faithful teachers were secured and many young people, year after year, were sent away from the school with their diplomas, better prepared to meet the various difficulties of life. We are sure the work was excellent for a large per cent of those early graduates have been very successful in life.

It is true that the building is at present in a very unsatisfactory condition. In fact, it seems to us that the greatest need of Granbury is a modern public school building, and we believe that the friends of the school will see that one is secured before another year. Some may think that the one we now have will be all right for several more terms, but this is not true for on bad days it cannot be used at all, and it is not in a first class condition at any time.

Last year, a very desirable territory joined the Granbury Independent School District and will receive all the benefits the town receives from the school. It is to be hoped that other territory will join the district; for it will be to the best interest of the children and citizens of the sections joining us.

We desire to say to the friends outside of the district that the doors of our school are open to your children. It is true that the tuition we receive only pays for the instruction of the child paying same, but the Board of Education of the Granbury Public School desires to do all it can toward helping those near us to secure at least a high school education. We are glad to state that two of the senior class last year came from outside our district, and that we will have others from the country in our senior class this year.
During the present management, the most excellent Board of Education and the co-operation of the patrons, acting through the Home and School Club and many other ways, have made it possible to improve the work in a very definite manner. (I) Apparatus for elementary physics has been secured, and it is now possible for the children of Granbury to receive as thorough training in this department as could be received in any of our large cities. (II) A practical school library, consisting of several hundred carefully chosen volumes is in the hands of the superintendent and will be used in the school work. This will enable the teachers of English and Reading—in fact all teachers—to present their work in the best manner. (III) Globes, maps and charts suitable for the work in the various subjects are used. It is hoped that the equipment in the last two phases of the work will be greatly enlarged during the ensuing term.

Many of our recent graduates are students in our best universities, and several are excellent teachers in Hood county. We understand that those who have entered the State, Southwestern, Baylor and Trinity universities have made good records. It is hoped that more of our graduates will enter these great schools in the future.

In conclusion, we would again remind our patrons that the public school of Granbury belongs to the children of Granbury; we would remind the children that their parents, who were reared during the dark days of the Civil War and the terrible period of Reconstruction, envy them—their heritage. We ask our patrons and friends to carefully study the following quotation, believing that each one will then be a patron or a friend of public education.

"Every human being has an absolute, indestructible right to an education; there is the correlative duty of government to see that the means of education are provided for all. Government protects childhood, but childhood has more than physical wants. Infanticide is prohibited, but life is not worth living unless instruction supervenes. Otherwise, no true life, no real manhood. It is a travesty on manhood to make a brutal prize fighter its representative. Education is due from government to children. The school is supplementary to family, to churches, in the province of education. Society rests upon education in its comprehensive meaning. Man must be educated out of, lifted above, animal impulse—a state of nature—and made to respect social forms, the rights and duties of persons and property. Education is to prepare the individual for life in social institutions. Crime and ignorance and nonproductiveness are antagonistic to society. ***The first necessity of civilization is a system of universal education."—J. L. M. Curry.

"Cultivated mind is the guardian genius of democracy. ***It is the only dictator that freemen acknowledge and the only security that freemen desire."—President Mirabeau B. Lamar.

Very Respectfully,
R. P. Jarrett, Superintendent.

Adopted by Board of Education, September 1, 1915.

W. M. Riley, President.
W. H. Cherry, Secretary.
J. H. Doyle.
C. L. Russell.
T. H. Dabney.
W. T. Butler.
A. L. Peters.
EXAMINATIONS AND PROMOTIONS FOR GRAMMAR SCHOOL

Examinations shall be held at the end of each term in January and May. The following outline gives the standard for promotions.

<table>
<thead>
<tr>
<th>Term</th>
<th>1st Mo.</th>
<th>2nd Mo.</th>
<th>3rd Mo.</th>
<th>4th Mo.</th>
<th>5th Mo.</th>
<th>6th Mo.</th>
<th>7th Mo.</th>
<th>8th Mo.</th>
<th>9th Mo.</th>
<th>Av. for Grade for the month</th>
<th>Mid Term Examination</th>
<th>Final Examination</th>
<th>Average of last 3 grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>15</td>
<td>20</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>16</td>
<td>19</td>
<td>19</td>
<td>20</td>
<td>19</td>
<td>87</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>2nd</td>
<td>20</td>
<td>00</td>
<td>22</td>
<td>10</td>
<td>19</td>
<td>00</td>
<td>19</td>
<td>20</td>
<td>19</td>
<td>19</td>
<td>87</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>3rd</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>19</td>
<td>20</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>20</td>
<td>19</td>
<td>87</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>4th</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>20</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>20</td>
<td>19</td>
<td>87</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>5th</td>
<td>20</td>
<td>19</td>
<td>20</td>
<td>19</td>
<td>20</td>
<td>19</td>
<td>20</td>
<td>19</td>
<td>20</td>
<td>19</td>
<td>87</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>6th</td>
<td>16</td>
<td>16</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>87</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>7th</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>87</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>8th</td>
<td>20</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>87</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>9th</td>
<td>20</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>87</td>
<td>100</td>
<td>93</td>
</tr>
</tbody>
</table>

The grades of No. 12 must NOT be below 0. The grades of No. 13 must NOT be below 50. The grades of No. 14 must not be below 70.

The average of No. 15 must NOT be below 75.

Pupils falling below the minimum in only one subject may be "promoted on condition" at the direction of the teacher and superintendent. In such case, pupil may make up the conditioned subject and pass a satisfactory examination in said subject before further promotion.
REPORT
For the School Year Beginning Sept. 13, 1915

Philip Carter
A Pupil of 9th Grade
Granbury Public School

Teacher

<table>
<thead>
<tr>
<th>Month</th>
<th>Grade</th>
<th>Parent Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
<td>Leta Robinson</td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 per cent will be deducted from the monthly grades for each day the child is absent. The teacher may help the child do this work after school.

CERTIFICATE OF PROMOTION
This certifies that Philip Carter has attained the required standard for promotion and is transferred to the 10th grade.
Given this 26th day of May 1916.

R. P. Jenkins, Superintendent.
W. J. Highland, Teacher.