

**COURSE OF STUDY AND  
RULES AND  
REGULATIONS OF THE  
LEWISTON CITY SCHOOLS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649137138

Course of study and rules and regulations of the Lewiston city schools by Various

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**VARIOUS**

**COURSE OF STUDY AND  
RULES AND  
REGULATIONS OF THE  
LEWISTON CITY SCHOOLS**



Course of Study  
and  
Rules and Regulations  
of the  
Lewiston City Schools

Independent School District No. 1  
Nez Perce County, Idaho

*Lewiston, Idaho*

Issued by the Board of Education:

R. M. Coburn	P. K. Bevis
E. W. Wing	R. L. Spiker
J. D. Jacobs	F. W. Simmonds

Officers of the Board:

R. M. Coburn, President	E. W. Wing, Clerk
-------------------------	-------------------

F. W. Simmonds, Superintendent

Officially Adopted September, 1914

L 13106  
 L 473  
 1914

## TABLE OF CONTENTS.

Foreword	5
Qualities desired in teachers	6
Failure, retardation, etc.	12
Elementary school, introduction	14
Superintendent's notes	19
Reading and literature	22
Supplementary reading	23
Reading, outline	26
Language and composition	35
Arithmetic	40
History	43
Penmanship	47
Geography and nature study	54
Spelling—word study	57
Elementary art work	65
Physiology, hygiene sanitation	68
Elementary manual arts	72
Physical training and play	77
Ethics—morals and manners	80
Music	88
Secondary School, introduction	92
Program of studies, high school	95
English	105
Vocational guidance	109
Foreign languages	118
Science	123
Commercial work	128
Social sciences	132
Mathematics	135
Home economics	137
Domestic arts	141
Industrial arts	148
Music, high school	148
Physical education	150
Graphs of enrollment, etc.	155
Organization, rules and regulations	158
General regulations	160
Board of education	162
Teachers, employment and qualifications	164
Superintendent	166
Supervisors	168
Principals	170
Teachers	174
Pupils	176
Janitors	178
Fire drills	179
Promotions, elementary school	181
Home credits, elementary school	182
Home study	182
High school, classification, rules and regulation	184
High school credits—graduation	186
Continuation and supplementary work	188
System of marking results	190
General notes	194
Text-books	

## FOREWORD.

The purpose of the Course of Study is to give teachers and parents a general vision of the ends to be attained; to so organize and simplify the work that the teachers may know definitely from time to time what is expected.

Never in the history of education has so much been expected of the teacher as today. And the teacher who is successful in ministering to the many educational demands made upon him, must be a worthy leader in the highest and best sense of the word.

The traditional curriculum was never designed to meet the demands of our present day complex, industrial civilization. The old school confined itself largely to mere knowledge getting, and most teaching was reduced to the deadening routine basis of merely determining whether the pupil got exactly the amount of knowledge prescribed.

This plan was not so bad when the home and the farm conditions furnished the boys and girls apprenticeship in industrial work. But this training for work and vocational guidance has largely passed from the realm of the home to the school. Today the American school system is under fire, in fact it is always under fire. Public opinion is critical of a system which makes easy the advancement of a few to positions of commanding influence but which provides no voca-

tional training for the many who cannot afford to remain in school beyond the common school period.

The traditional "cultural" course of study has suffered many alterations during the past decade, even at the hands of the most conservative institutions of learning where the "sacred" classical subjects have been forced to yield their dominating position to subjects more closely related to the problem of every day life. The term "culture" looms as a specter, frowning whenever any attempt is made to develop a school curriculum that will cultivate the mind and at the same time train motor activities of the child, so as to produce as efficient type of character befitting modern conditions.

"In place of the former demand," says Roark, "that the teacher should know only the three R's, there has grown up the more rational one, that he should know the three M's—matter, method, mind."

Books and bookishness alone never represents education. Nor do they necessarily result in culture—initiative and ability to adapt himself to the environment and problems of practical life are of far greater moment in the educational creed of today.

The progressive educational movement seeks to extricate the curriculum from the educational ruts. Because of the brief time spent in the elementary school by the average child, it is of the utmost importance from an economic standpoint that the gap existing between the school work and the vocational activities be bridged. The entire mass must be leavened, giving every child an opportunity to secure an adequate and practical education, leading to industrial and commercial life as well as to the professions.



But after all, the *best results* will primarily never be determined by the course of study, text-books, or supervision; but by the personality of the teacher, that awakens the feelings, stimulates the ambition, inspires the sense of something to be achieved and gives purpose to life.

## **QUALITIES OF LIFE, CHARACTER AND SPIRIT**

**That the Board of Education Earnestly Desire  
Should Characterize the Lewiston  
City Teachers.**

*High Ideals* of life and character.

*Loyalty* to the school, to fellow teachers, to those in authority, to the community. Loyalty is not a thing apart, it is a vital quality of mind and heart.

*A proper reverence* for God and his allwise laws of nature. No irreverent teacher can ever be a good teacher for anyone's child.

*Faith*, the great force that leads up on step by step in the evolution of the greater manhood and womanhood. Faith is one of the prime attributes of every heroic soul. No great work was ever wrought without a great and growing faith, faith that sometimes walks out on seeming void to find the solid rock. Faith in God—faith in their fellow workers—

faith in their cause, and faith in themselves, furnishes the key that in a large measure reveals the secret of a Columbus, a Martin Luther, a Joan of Arc, a Cromwell or an Abraham Lincoln. The teacher who loses faith in the dynamic power of the regenerating force of nature falls heir to the terrific rebuke given by the Great Teacher when he said, "Oh, ye of little faith."

*Optimism* in all things. Learning comes only by hope, and hope by a cheerful spirit that will not be daunted by discouragement.

*Public spirit* which shows a willingness to take part in community interests—to pull on the "tugs" instead of on the hold-back straps. A right public spirit is the most important element to be cultivated in school life. The Germans call it the "Zeitgeist" or "spirit of the time." It is felt rather than seen but manifests its power in a multitude of ways, encouraging, stimulating, strengthening everyone to catch the vision of better things, and cooperating in attaining them.

A *realization* that teaching is a social vocation, a community service, and not a selfish pastime.

*Ambition* to grow and keep abreast of the times. Occasionally one meets a person who thinks it a sign of superiority to take no interest in anything new. It is really a sign of decay. Such persons' intellectual arteries are hardened and they have already arrived at old age.

*A Learner*—Teachers must forever be learners, for school is no place for teachers who know every-

thing and have nothing to learn—they must be energetic and growing. They must make use of experience, teachers' meetings and professional literature. The only way a teacher may remain bigger than the work at hand is to GROW as the work advances. Catch the spirit of the great Rugby teacher, Arnold, when he said in reply to a friend's remonstrance, "Why do you spend so much time preparing to teach subjects that you have taught for thirty years?" "I wish my boys to drink from a running stream, and not from a stagnant pool."

*Adaptability* to the growing needs and aims of the school. The school of today, while having a wholesome regard for the traditions and textbooks, must frequently rise above them and go ahead of them. "The old order changeth, giving place to the new." New conditions are demanding frequent readjustments and the teacher must respond to the plans, purposes and spirit of the new order and cooperate in the new movements that are being undertaken for the school.

*Good health and energy*, which should be applied primarily to the work of the school and not to outside interests that sap vitality.

*Personal neatness* and due observance of the social properties—both in and out of school.

*Frankness*, sincerity and good nature in discussing differences with fellow teachers or those in authority.

*Teaching power*, ability to lead pupils to work in the right spirit—to inspire them to apply themselves