

AUTUMN QUARTER 1899,
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DAILY ADMINISTRATION

1. The time of dismissing classes, i.e. whether on first or just before the second bell, depends on the teacher and varies with nature of materials in use, but classes should be dismissed to the gymnasium on first bell. The teacher whose room the class is leaving is responsible for the class until the next class room is reached, and should accompany Group III (a and b) to next classroom

2. Between twelve and eleven all classes going to L or K from gymnasium, kitchen or shop should go up the rear stairway and down the front stairway to avoid passing through the luncheon room, and the same route should be used by the classes passing in the opposite direction. A class about to go up the rear stairways should wait for one coming down.

3. Each class has its definite order in line which determines the choice of leader for each week. Groups I to X inclusive, alphabetical order by initial letter of last names.

4. Responsibilities of leader.--(a) to know the program, N.B. the next class room and route to the room. (b) to keep the line, i.e. permit no interference, etc. (c) to be responsible for number of chairs and order of seating. Just as many privileges as possible e.g. in choice of work etc., are to be given to the leader, and in general the position is to be made as desirable as possible. (d) Never to enter room until the class in the room has passed out. Exceptions: gymnasium, to L through K and through the South Kitchen. While passing through these room silence must be kept.

5. Individual responsibilities--

- 1) For wraps, rubbers, luncheon boxes and gymnasium shoes
- 2) For papers, pencils and books.

6. Teachers in charge of Groups are assigned as follows:

Group I and II	Room K	Miss Scates
" III (a and b)	" 1	Miss Andrews
" IV (a and b)	" B	Miss Camp
" V (a and b)	" A	Miss Hill
" VI	" F	Miss Runyon
" VII (b)	" G	Miss Harmer
" VII (b)	Central Hall	Miss Bacon
" VIII (a)	Room D	Miss Schibsky
" VIII (b)	" C	Miss Camp
" IX	Dining Room	Miss Bacon
" X	" " "	Miss Bacon

7. Pupils should not be sent from room except in case of extreme disorder. If sent, they should be sent to some definite place and for a definite time. (From Groups I to VIII (b) inclusive to the room assigned the pupil's group. This rule holds for children excused for any cause.) All such cases should be reported at once to the teacher in charge of Group - See No. 6. In general, teachers should consult promptly with Group teacher in case of any difficulty.

8. The responsibility of the Group teachers are:

1. To keep track of children's attendance.
2. Assignment and oversight of place (box, shelf for each child's material; also of cloak room).
3. Have an office hour (once a week) for consultation with parents.

4. 4. Report to parent result of physical examination; and also any excursion out of usual hours.
5. 5. Call a Group teacher's meeting at least once in two weeks, to unify work and to discuss individual children when needed.
9. 9. When compelled to be **absent**, telephone or telegraph as early as possible (before 8 a.m.) to Miss Camp in order that program may be rectified with as little confusion as possible. Address 5482 Woodlawn Ave. Telephone Oakland 526.

Sub-Primary

Group I and II

October 14, 1899

The children were all new, and the first week was spent in getting acquainted, learning each others names, and becoming accustomed to the material used. We spoke of the different things done at home, the different members of the family and the duties of each. Some difficulty was found by the children in telling what the duties of the mother were, because as to such questions as to who attended to the cooking, who attended to the children, or other household duties, the answer was always given that it was the cook, or the nurse, or the second girl; and the children seemed unable to tell any distinctive duties of the mother. Then we took up the occupations of the father. One boy was asked what his father did every day, and he tried to illustrate in pantomime fashion imitating the motions of a machine. When no one could guess his father's occupation, he said his father made money, and his image was undoubtedly of his father turning out dollars from a machine.

We cooked flaked rice. All the children knew that salt and water must be added. Each cooked a quarter of a cup of rice, putting with it a quarter of a cup of water and one salt spoonfull of salt. Each ~~had~~ watched to see whose kettle or flaked rice would drink up the water first.

We told the story of "The Little Red Hen", and they drew it and illustrated it in clay. Then we looked at picture books to pick out the names of different animals.

The assistants are keeping a record of ~~the~~ observations of the individual children.

OK.

Miss Skates.

Groups III a and b.

October 14, 1899.

History and
Science:

They have been talking about the fall work on the farm, the gathering of crops, the threshing of grain, the storing of grain, and carrying it to the mill. They have studied the grain that the children raised in the garden (wheat and oats). They made flails (very roughly) from two sticks. Before doing this they talked of the means of getting the seed from the straw, and decided that a stick would do; but finding that only the end of the stick would strike the grain, the idea of the flail was developed. This they made, and threshed out their wheat and oats.

In connection with the wheat, the children talked about what it was used for, and as flour was the thing they all knew best, some of the children chose to be millers, and some farmers, in order that the commercial side of wheat raising might be brought out.

They have talked about the preparation of animals and plants for the winter, and have gone out into the lots to study the forms they might find ^{out the Autumn habits} ~~there~~ and the activities of plants and animals.

Some simple number work has been done with blocks. Few of the children can count further than ten, and only one or two can count by two's and they only for a little way. The two-inch blocks have been used, and then the larger sized blocks, to find the ratio ⁶ of the two-inch blocks. *K.a.*

Miss Andrews

Group III a and b.

Art: Have been modeling simple clay forms of vegetables and fruits, for the sake of handling the clay. They have begun to study the primary colors, such as lemon, and a green and red apple.

C.R.

Miss Cushman.

Cooking: Farina (ought to have been flaked rice or corn)
III a. Use of utensils
Proportion 1 : 4
Measuring $1/4$ cup farina
" 1 cup water
" salt in salt spoon.

Remarks:

Children were too young to remember and follow directions given in the introduction, therefore each child needed help.

It is better for the teacher to perform whole operation before the class.

In small quantities it is better to take the proportion 1 : 6.

Mrs. Baxter

October 14, 1899.

Group **N** A and B

History &

Science:

On account of the immaturity of most of the members of the class, the work has been taken up in a different way than it was begun last year. The children did not seem able to imagine physical conditions as a whole, so we have taken up the chief points, as, for example, that of food, with the actual things. We had to have the nuts and examine them as a source of food, instead of the children being able to imagine the people living upon them. In the same way with the stones for weapons. The children were much more interested in the individual stones and their characteristics than in the way they could be adapted for use. In general, the same work has been done as reported last year. The hand work has been the making of brush huts.

O.K. KBC.

Miss Camp

Art:

Began to model in clay the figure of a primitive man, chasing a deer. The idea is running. They measured their own bodies to find out the proportion of head and body and, the span of the arms as compared with the length of the body.

O.K.

Miss Cushman

Cooking:

Flaked wheat
Use of utensils
Proportion 1 : 2
Measuring $\frac{1}{3}$ cup flaked wheat
" $\frac{2}{3}$ cup water
" 2 salt spoons of salt
Boiling of water
Stirring in cereal
Steaming on asbestos mat
Collecting of dishes preparatory to washing

Group IV a and b

Cooking: Suggestions for Number work. Basis 1 : 2

If I should wish to make more of the mush, and take 1/2 cup of wheat, how much water, etc.

If the above quantity is sufficient for one person, how much must I take for a family of three, six, etc.?

Mrs. Baxter

Group IV b.

History: This group started by talking about what they had done with Miss Andrews last year - principally in reference to food supplies. They were then taken back - how people first began to find food, clothing and shelter. They thought that not much could be done without fire, because without it they could not make many things. Most of them knew that sparks could be gotten from striking stones together, and this they did in class. They then built fires out of doors, finding that a certain amount of air was needed, since, when they packed the wood closely, as they did at first, it would not burn. When people once could build fires, they could begin to make other things, too, and from living in caves and tree trunks they began to ~~xxxxx~~ build huts and cut down larger trees by means of stones. For food, they first killed smaller animals by throwing stones from the hand, then to make it easier, they made spears and bows and arrows. One of the children said that if they once found nuts they could make a trap baited with nuts for squirrels, and when they had the squirrels they could use them for bait in a bear trap.

Miss Hill

Group V *b*.

October 14, 1899

History: This group are going to take up this quarter the study of the American Indians. In order to make special applications of the principles they had learned last year, the week was spent in review. We began by asking whether there were ever a time when people had neither clothing nor shelter, tools nor weapons. The children gave a description very logically, and apparently with the most vivid recollection and interest, of the cave period, of the first foods that would be used, of the first weapons, first tools, first combination for defence, the discovery of fire, the use of clay for dishes, the improvements in weapons and the discovery of smelting ores or ~~making~~ making bronze.

Some sentences were written on the board about the work, and it was found that nearly all of the children could read them. One period was spent in trying to write - no copy being given them - the sentences they had previously read.

Q. K. L. R.
Miss Runyon

Group V a and b

Science: The time given the last two weeks has been below the time which should have been given, but was spent upon gathering together what they knew of the world as a whole and the causes of day and night. With V (a) it was necessary to actually go through with a candle and a globe, rotating the globe to show the daily motions causing day and night.

The general characteristics of the zones were

Group Va

~~Science:~~ summed up, the children dividing the blackboard globe into parts by drawing circles where the circle of illumination ended and the earth was tipped most away from or toward the sun.

O.K.
KBE

Miss Camp

History: North American Indians. After a short review of primitive man, we talked in class about the plains where our tribes of Indians lived. Some of the children had been west and knew what the plains were like; others had seen pictures of them. They then went on to the way they lived, - with wigwams grouped in villages and moving from place to place for game. The necessity of hunting for food and defending themselves against enemies they thought would take the time of all the men of the tribe. In connection, they are making wigwams in the shops.

Miss Hill

Art: Are beginning a class group to be modeled in clay. The children chose "The Hunt" as a subject, and are bending wires to be used as the skeletons of the figures. This helps to give them the feeling of action. They sometimes take the position themselves in order to see how the wires should be bent.

O.K.

Miss Cushman

Group Vb

October 14, 1899

Science: We talked about the formation of the world and *the successive rocks that were formed* paleontology. They have talked about the animals whose forms are found in the rocks, and studied pictures of the restorations of ~~the~~ some of these animals. They compared them with modern animals. They have taken up animals according to development; first the invertebrates, then the fishes, then the reptiles. This has been done very cursorily as a review of the world's geological history, and they have been brought up to modern animals and modern relations. K.a-

Miss Andrews
Number work: I tried to find out how much knowledge of numbers the children had, and found that most of them could write to 100. In cooking they had a recipe which called for $1/3$ cup of flaked rice and $2/3$ of a cup of water. They figured how much rice it would take for a family of three, and how much water, first in thirds and then reducing the thirds to wholes. They then planned a recipe for six people. This the ~~children~~ cooking teacher asked them to do, as some of the children had difficulty in figuring quickly.

Miss Bacon

Art: Are beginning a group of separate figures to be modeled. O.K.

Miss Cushman

History: The description of the personal appearance of Indians was read from "Indian Pioneers" by Blanche Hazard. The children were especially interested in such words as "receding forehead", "high cheek bones", and when they were

Group Vb

October 14, 1899

History: explained, made motions with their hands to show how their own faces might look if they were Indians.

Two periods were spent in reading from type-written slips sentences concerning their history, and attempting to put the printed words into written form.

One period was spent in discussing the qualities necessary in a chief, such as bravery, responsibility for whole tribe, ability to manage, etc. Then each member of the class whispered to the teacher his choice in class for chief. The boy selected confided to the teacher after class his intention to cut Indians out of paper to use at home in deciding what he would like to have class do. He was asked next day if he had any plan to propose for the tribe, but as he had none, the teacher gave a reading lesson, hoping that ^{the} chief would assume the responsibility for tribe. Next day he suggested a moving, and gave as a reason scarcity of game. As he had no definite location in mind, he was advised to choose two "braves" for consultation. The consultation took place in the closet, and during the absence of the chief and counsellors the tribe discussed Indian names. They were told that Indians earned their names, and several were stated. They were asked to think up names they would like to earn.

The chief returned and explained that a place was known where there was water, game and clay beds. When the report was given the class were asked whether they had any questions to ask.

History:

All seemed satisfied. But the teacher declared she would not move a step until she knew one thing more. All tried to think what was needed, and one finally asked "If there were any enemies?" As this could not be answered, the "brave" who knew of the place was asked to describe the route so that a scout could be sent. This was done by naming the physical features of the landscape: Direction toward the rising sun, along a forest for many miles, then along the course of a stream until twin hills appeared. Very little help was given in the description.

A. K. L. R.
Miss Runyon

Group VI

October 14, 1899.

History: Group VI began the study of the history of Chicago.

The time this week was divided between reading and writing sentences about Chicago, and studying the geographies of the United States to see what the paths of travel were in the earliest times.

They were told about the French who came down the St. Lawrence to try to find a waterway through to the Pacific Ocean, and also to trade with the Indians. They were told of the English colonies along the Atlantic coast, which claimed the land to the ocean, and the possibility of interference between the French and the English was suggested. The names of the five great lakes were learned, written and read.

Miss Runyon

Science: We talked about the things they had noticed to tell the class about, during the summer. Some had noticed the habits of different fish, and showed intelligent observation

We discussed what was necessary for an aquarium which should be as natural as possible. We decided that there should be sand on the bottom, so that the fish and other water animals could crawl about and have a place to hide; that there should be snails to eat the algae, and that there should be enough water plants growing to keep the water aerated.

K.A.

Miss Andrews

Group VI

October 14, 1899.

Number : This group is to keep the accounts of the school
Before beginning the work on the accounts they had to have
some drill in writing numbers, and especially United States
money.

Miss Bacon

October 14, 1899.

Group VIIa

Science: One period spent in reviewing the work done last year in plant physiology. It was found that the children remembered very well.

Miss Andrews.

Group VIIb

Cooking: Potato Soup.

What is a potato? What part of the plant is it? Have you seen potatoes planted? What part of the plant used? (The eye) Is only the eye planted? What would happen if it were? (die) Of what would it die? (starvation) Then what is the middle of the potato? (Food for the plant) What is this food? (starch). Then we can use this starch for our soup.

Teacher then recalled the preparation of potato soup. Some were able to give the principle but not the proportion. Recipe was then given orally. Teacher requested the doubtful members of the class to repeat the recipe.

2/3 cup of milk
1 tb. butter
1 t. flour
2 sp. salt
2 tb. mashed potato

Remarks: Thirds were not clear to most of the pupils.

Suggestions for No. work: Calculate the cost of milk soup for a family of six.

$6 \times \frac{2}{3} = 4$ cups
1 cup = $\frac{1}{2}$ pt.
2 cups = 1 pt.
4 cups = 2 pts. = 1 qt.

Measures, necessary cup, pint and quart. The cost of the butter may be a little more difficult, but I think it can be done.

Group VIIb

October 14, 1899

Cooking: Find the weight of butter in grms. as it is more accurate. Then multiply by six and reduce to ounces and fraction of a pound.

AK

Mrs. Baxter

Latin: Studied names of the various parts of the head and arm. After their image firmly learned, graphic image given them.

Miss Schibsby

History: The children are to take up this year Modern European history in relation to the New World. *and discoveries in the old* We began by taking the large map of the world and finding which continents and parts of continents were actually known to Europeans in the thirteenth century. We took up the story of Marco Polo and his father as given in Fiske's "Discovery of America", and "Marco Polo's Travels" by Thos. Wright. We followed Nicolo Polo and his brother to Persia, and the children traced the route on the map, finding what seas they went through and over what mountains, to reach Persia. They were told how they came by accident across some natives from Cathay, and returned with them to their country,; of their explorations in Cathay; of their return home; of the second trip, taking Marco Polo with them.

Then we followed the trip of Marco Polo, and this brought ~~us~~ in a good deal of the geography of Central Asia. They discussed what the effect would be of Marco Polo's discovery that China bordered on the Ocean. Then we followed Marco Polo home, and the part taken by him in the naval battle

History: between Genoa and Venice. He was taken prisoner, and *and during his*

imprisonment
dictated to a scribe the wonderful tale of his voyage to Cathay. After Marco Polo had opened up a way to Cathay in India, we discussed the shortest and best routes to Cathay from Venice and Genoa, the two leading commercial cities on the sea. The children were told of the great *overland* trade that *grew* ~~opened~~ up between Southern Europe and the eastern countries of Asia. They were then told something of the control of the Turks in the Mediterranean, and how commerce was completely broken up by Turkish pirates. We then discussed how Europeans had become so dependent upon eastern products that they could not get along without them, and *how necessity* ~~this~~ drove the sailors to seek for another route to India.

the story of
We took up next ~~Prince Henry the Navigator, and the~~ *story of his life was then told* - how he went to war with the Turks in Northern Africa and while there discovered that there were rich gold mines around the Gulf of Guinea, and this, together with the belief that he could reach India by going around Africa, ~~lead~~ *led* him to fit out an expedition at ~~his~~ *his* own expense. We read of his establishing his observatory at Sagres, the southwestern-most portion of Portugal, of his calling together all the geographers, astronomers and ~~mariners~~ *of his time* explorers, and *and with their aid* developing the sciences which had to do with navigation. We took up the trips that his sailors made, how they gradually discovered different points along the African coast, going further and further south all the time; how Diaz

History: finally rounded the Cape of Good Hope and went up as far as Natal but had to return on account of his crew, who were not willing to cross the Indian Ocean.

The children were told of the popular belief at that time, that since ^{the climate} it grew warmer as ^{one} you went south, if ^{one} you went far enough ^{in that direction} the water would be boiling, and ^{navigation would} therefore all ^{be impossible around} the southern part of Africa ~~would be impassable.~~

Then the point was brought out as to just what Prince Henry the Navigator did in his life for science, and they concluded that in crossing the equator and finding that ^{continuing toward} ~~to~~ the south it grew colder, he proved the old theory of the boiling water wrong; and also gave an idea of the extent of Africa. He also proved that the earth was not a cone whose apex was in the north and whose base was below Africa.

We read how Bartholomew Columbus sailed with Diaz when he made his trip around the southern point of Africa, and how he went home and ^{gave} ~~told~~ to his ^{older} ~~little~~ brother the information which had been gained; how Christopher and Bartholomew immediately began to plan for a trip to Cathay by the western route.

The children were told how Prince Henry the Navigator appealed to the Pope, and the Pope decided that all the eastern hemisphere should be given to Portugal, and the western half to Spain. The death of Prince Henry was noted, and the assumption of his work by King John and the scientists that had been with him at Sagris.

History:

Then we took up the trip of Vasco De Gama to India. *the first entire water trip*
We then turned to Columbus, and the children were led to see how Columbus argued that if an ocean washed the western shore of Europe and the eastern coast of Cathay, ~~and~~ it was probably the same ocean, and might be reached by sailing directly west. One of the children said, "Of course he didn't know that America was between until he ran right into her."

For Prince Henry, the best book found was "The Discovery of America", by John Fiske.

OK

Miss Bacon

Group VIIla

October 14, 1899.

History: Same as VIIb.

Latin: Review of last year's work. Two new boys in class.

Review done by having each one of the older children tell one of the stories studied, illustrating and dramatizing as much as possible, for the benefit of the new children.

Miss Schibsby.

Science: Have taken a general review of physical geography, bringing what they had last year, of conditions affecting climate, to bear on the countries they are to study.

OK.
K.B. Miss Camp

Group VIIlb.

Latin: Review of last year's stories, done by means of questions asked in Latin on the main historical events of the period studied, the royal period. Making of note book covers. Study of the sentence and Latin order.

Science: They have been studying the prairie in its botanical relations. They have talked about the characteristics of the prairie: fertile soil, good drainage, dry and strong winds resembling those of a desert. They formed the theory that although the soil is so well adapted for forests, the desert air kills all tree seedlings, (which are more tender than many plants) thus preventing the growth of forests. They talked about man's influence in changing the boundaries of these prairies. K.a.

Miss Andrews