

FIFTH GRADE. Text Book, Hotchkiss: Premier Livre de Francais. This book consists of a reading lesson based on the picture. The succeeding lesson is a dialogue of four children based on the preceding text. The class is divided into five groups of four each for this purpose.

Monday, a review of two dialogues and lesson 7 in this book. Phonetic study of the sounds au, ou, and oi, with words illustrating. Study of the 9th lesson, explaining the new words. Questions given the class with the new words. The children studied the reading and the new words.

Tuesday, Reading of this 9th lesson. Questions and answers on it by the children. Reading of the 10th lesson which was dialogue on the 9th reading lesson. For their home work they learned by heart a part in the dialogue.

Thursday they recited this dialogue and wrote at the board the sounds au, ou and oi, with words illustrating the sounds. The home work was the study of the new words in lessons 9 and 10.

Friday, review of the dialogues. The study and pronunciation of a new song, with photographs illustrating the song.

SIXTH GRADE. Miss Mills, Teacher:

This class began in October, 1908. Text book, "Beginners' Book in French", by Doriot. Consists of Rhymes followed by vocabulary and questions and answers, based on the rhyme.

Monday a review of the first half of the dialogue we have begun to learn. Reading and study of the second part which the children learned for home work.

Tuesday, recited the dialogue. Study of the sounds au, ou, and oi, and reading in a supplementary reader. For home work they wrote all the possible words they could think of with au, ou and oi, and five sentences containing these words.

Wednesday, the study of these sentences written at home, and the reading of the new rhyme. Home work was the learning by heart and spelling of this rhyme.

Friday, wrote the rhyme at dictation and played games.

SIXTH GRADE, Miss Higgins, teacher:

Began in October, 1907. The text book is "Beginners' Book in French".

Monday, a dictation of eight questions based on the vocabulary of rhymes already learned. Study of the new rhyme. Home work, to learn the rhyme by heart and to spell it.

Wednesday, recitation and dictation of the new rhyme, study of the vocab

ulary reading of the questions and answers based upon it. Home work, to ~~xxx~~ write the answers based on this new rhyme, to questions that were dictated on Tuesday.

Thursday, recitation of the questions and answers; learned original questions based on this vocabulary by the children. Review of some of the old rhymes.. Home work to spell the questions and answers.

Friday, Dictation of questions and answers written by the children.
Games:

SEVENTH GRADE, Mr. McNeff, Teacher.

This class began in October, 1907..

Monday, review of the rhymes already learned, with questions and answers by the children. Home work, to write 10 questions with vocabulary they have at command.

Tuesday, these sentences written and corrected at the board. Study of the two ways of making a question in French. Questions formed from the sentences the children had written at the board. Home work to make questions in two different ways of ten sentences given.

Wednesday, these questions written on the board and corrected. A list of words based on rhyme given for vocabulary study.

Thursday, the study of the rhyme on which this vocabulary was based, and the questions and answers on the rhyme.

SEVENTH GRADE, Miss Latham, Teacher.

These children have had three years of French. Text Book, Guerber: Contes et Legendes.

Tuesday, an explanation of the verb - first work they have had on the verb. An explanation of the present and the endings for the present. The conjugation of the verb in the sentences. For home work a half page of Contes et Legendes to read, and to mark the verbs.

Wednesday Read half of this page 42 in class and talked over the verbs. Wrote in class the present of the verb, donner.. Home work to read a page of Contes et Legendes and to make their own vocabulary of the new words. Study in review of the definite articles.

Thursday, read the page assigned, explaining in French the new words and the difficult sentences. Study of the two changes of the article, contraction and elision. Home work the study of the contractions of the article and to write five sentences illustrating elision and contraction.

Friday, these sentences read in class. French sentences on the board with blanks to be filled in by the children. These illustrating contraction and elision, and the present of the verb.

EIGHTH GRADE, Contes et Legendes. My own printed sheets for all grammar work.

Tuesday, a general review of the different articles, contraction and elision, indefinite articles, the partitive, definition of a verb.. Explanation of the radical, of the endings and the past primitive tenses. Explanation of past definite. Home work, to learn the past definite. Page 131 to read. A list of verbs given of which they were to write the tenses, person and number and the meaning.

Wednesday, page 131 read in class and the verbs talked over. Sight dictation and the paragraph. Home work to review the imperfect and to finish reading the story that we are working on.

Thursday, to write in class a synopsis of the first conjugation, 1st and 3rd persons. Dictation of a verse of poetry. Home work to learn this verse by heart and to write a synopsis of the French sentence.

Friday, recited in class dictation of the second verse of the poem, and games.

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Jan. 15, 1909.

FIFTH GRADE:

All the verses "Sur le pont d'Avignon", a French folk-song learned by heart. Questions and answers in French on this song. The location of Avignon on the map and the story of the bridge. Read lesson 11 in Hotchkiss. Spelling of vocabularies 9 and 10.

SIXTH GRADE--MILLS:

Lists of new words containing sounds au, ou, and oi, read at sight. A new rhyme with questions and answers on it learned by heart. Dictation on rhyme and questions. The new words used by the children in original sentences. Read Hotchkiss Lesson 2 as supplementary reading. Games on Friday.

SIXTH GRADE--HIGGINS.

Correction of dictated papers. Original sentences based on the new vocabulary written by the children. These sentences made into questions in two ways. A spell-down on the three review vocabularies. Questions dictated based on the vocabulary last learned. Answers written by the children. Riddles and games on Friday.

SEVENTH GRADE--LATHAM:

This class has begun a slight study of French Geography. They have had the boundaries of France. This week they had a paragraph to learn on the products of France and a short statement about her writers, painters, etc. Two pages read in the reader, the story retold in French to this point, the verbs marked, the verbs conjugated in the present in sentences.

SEVENTH GRADE--McNEFF:

This class except on Monday has only twenty minutes, sometimes not more than fifteen, and is very slow, beside. Recitation of rhyme learned since preceding Thursday, with questions and answers based on it. Questions and answers dictated, original sentences written by the children based on the new vocabulary. Spell-down on this and preceding vocabulary. Questions in two ways on the children's own sentences. Games on Friday.

EIGHTH GRADE: Dictation of two verses of a French poem, "Le Petit Pierre", which were afterward learned by heart. Conjugation and synopsis of first conjugation verbs in the present, past indefinite, past definite and future. Written review on the first conjugation verbs, two pages of French read and the story retold in French. Spell-down on the new words learned in entire story.

FRENCH, MISS SPINK.

Jan. 22, 1909.

FOURTH GRADE:

This class had their first lesson Thursday, Jan. 21st. During the rest of the school year they will have two recitations a week, Tuesday and Thursday from two till two-thirty. The instruction will be entirely oral. This week they learned the greetings "Bon jour" and "Au revoir", learned to count up to five and had the words for pencil, pen, book, handkerchief and paper, with a couple of simple actions which they performed themselves.

FIFTH GRADE:

We acted out "Sur le Pont d'Avignon", using the motions to express the laundress, the tailor, the soldier, etc. Two riddles and a little conversation to go with them learned by heart. Spelling of the words in the riddles. Games and songs on Friday.

SIXTH, MILLS:

A rhyme "Gendarme" with questions and answers on it learned by heart. Original sentences written by the children using the new vocabulary. As home work each child was asked to say three French sentences to someone outside of the class, in order to help him to realize his French was of practical use. A second rhyme "Hibou" learned by heart and spelled.

SIXTH, HIGGINS:

A new riddle learned by heart. This class has begun the study of a little play. The play is a home scene in a simple household depicting the old French custom of the celebration of the feast of "La Galette des Rois". This was originally a heathen tradition, but it has come down to the present time in the form of the story of the Star of Bethlehem and the Wise Men of the East. The vocabulary is one of daily use. The children learned in French the stage setting and how to tell the time, as the curtain rises as the clock strikes.

SEVENTH, LATHAM:

This class read three and a half pages of French, looked up and made a vocabulary of the new words. Questions based on the text and containing the new vocabulary were dictated and the answers written for home work. The story was retold orally in French. Games on Friday.

SEVENTH, McNEFF:

Learned a rhyme "Hibou" with questions and answers on it which were used for dictation in class. New questions were dictated based on this vocabulary and the children wrote the answers for home work. A little conversation to be used in giving riddles was copied from the board.

EIGHT GRADE:

A story of four pages read in class. The new words were studied and explained in French. Masculine and feminine forms of

Miss Spink, 2.

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irregular adjectives and the tenses of first conjugation verbs found in this story were studied. The story was retold orally and on Friday written in class from memory. The four verses of "Le Petit Pierre" which had been dictated were learned by heart. Past perfect and conditional forms of first conjugation verbs were learned. The pupils were asked to use five French sentences out of class each day. Games on Friday.

Jan. 29, 1909..

All the classes except fourth and fifth had only three recitations this week, as I took a visiting day.

FOURTH GRADE:

The first lesson was reviewed. The children learned to ask each other the questions we had been using, with "pen", "pencil", "handkerchief", etc., such as "What is this?" "Is this a pencil?" "A pen?" etc.. They also performed the actions and learned to say, "I throw the handkerchief", "I open the door", "I close the door", etc. Then these sentences were written at the board and the children read them. They learned a simple little marching song, "A la Queue-leu-leu", and ronde "Frere Jacques".

FIFTH GRADE:

Riddles, oral sentences in class with words from the board. Ten sentences written using words that we have had in the songs. The first five reading lessons in Hotchkiss reviewed and the vocabulary used in new sentences.

SIXTH - MILLS:

The questions and answers on the rhyme "Hibou" learned by heart and spelled. New questions dictated on this vocabulary and answers written for home work. The endings of the present of first conjugation verbs explained.

SIXTH - HIGGINS:

Study of the play. Every child learns all the parts, so progress is slow. They have learned one page, with all stage directions in French. Incidentally they have learned to set a table.

SEVENTH - McNEFF:

Two riddles and a conversation to be used with them learned by heart, and the riddles used for dictation. Ten sentences made with the new words learned. A rhyme "Ile" with questions and answers on it learned by heart.

SEVENTH - LATHAM:

Read to the class two chapters on Paris from the volume "France" of the series "Peeps at Many Lands". Read two pages from the reader in class. Written exercises in class on these two pages. Each child contributed some item of information about Paris, and we looked over some post cards together and talked about the prominent buildings. Games on Friday.

EIGHTH:

The use of the conditional tense explained in class by means of sentences. Conditional sentences written by the children; stories of the preceding Friday rewritten. Ten sentences using first conjugation verbs written by the children. The imperative of the first conjugation; the principal tenses, present, imperfect, and past definite of avoir learned. Spell down on the last story learned.

FRENCH - MISS SPINK

Feb. 5, 1909.

FOURTH GRADE:

A review of the words, sentences and actions already learned constitutes the first part of each lesson. This week the children added five new words to their vocabulary and used the old words in new connections. They read the words they have already learned from the board.

FIFTH GRADE:

The children were given a list of 25 words to which they prefixed the definite and indefinite article, thus drawing their attention to the masculine and feminine nouns, although, of course, there was no mention of a noun as such. They reviewed lessons six to twelve in their readers, paying particular attention to dialogues. This class is beginning to work upon its songs, chanson, mimées, dialogues and riddles for morning exercises. We had one rehearsal in the gymnasium with the piano.

SIXTH--MILLS:

We reviewed three rhymes this week, taking up the definite article, learning the masculine, feminine and plural forms with their proper terminology. We learned the forms of the pronouns used as subject, and the imperative of the first conjugation verbs we have had.

SIXTH--HIGGINS:

Three fairly long speeches in the play were learned by heart this week, with a thorough study of the vocabulary contained in them.

SEVENTH--McNEFF:

The use and meaning of the verb was explained to the class, and several rhymes were reviewed, allowing the children to pick out the verbs. Then the endings of the first conjugation verbs in the present were studied and learned. An anecdote was learned by heart. Answers to questions upon it, by the children.

SEVENTH--LATHAM:

Read three pages in reader. The vocabulary of the new words was made by the children. Sentences were written on the new subject matter, and questions answered. Two paragraphs in French describing the beginnings of Paris as the capital of the tribe on the Ile de la Cité and its present location on the banks of the Seine learned by heart.

EIGHTH GRADE:

A review of the making of the French question. One page of a new story, La Cabane au toit de Fromage, read in class and the new words explained in French. We talked this part of the story over carefully, and the following day after re-reading it carefully, the children reproduced it from memory. All the first conjugation verbs on this page were studied, the conditional and future of avoir learned. The class wrote ten sentences illustrating the verb avoir in its different tenses. We spent some time on the pronoun as direct object of the verb.

FRENCH - MISS SPINK

Feb. 12th - 1909.

FOURTH GRADE:

The children read the first lesson in Hotchkiss. All the words of it they already knew and had read from the board. They learned to count up to ten, and added ten new words to their vocabulary. The children asked one another questions using the objects in the room that they knew and putting them in various places so as to change the answers. They conducted the class themselves while doing this.

FIFTH GRADE:

This class had only three recitations this week on account of Lincoln's birthday. Phonetic drill in sounds oi, au, eau, on and an, using words the class already knows. Lesson 13 read in class and thoroughly talked over. The material in the lesson used for very simple conversation. The vocabulary of the lesson copied from the board and learned by the children. Four lines of the reading lesson were used for dictation after they had been studied.

SIXTH - MILLS:

This class had only fifty minutes of French this week. They regularly have a short period of twenty minutes, Tuesday, Wednesday and Friday. Thursday of this week they had only ten minutes, on account of the Lincoln celebration, and Friday there was no school. We reviewed definite articles and the pronoun as object. In connection with the definite articles we took up the possessive adjectives mon and son, in masculine, feminine and plural, not treating them as regular grammar. The children were given French sentences with blanks left for the possessive adjectives, which they filled in. Some phonetic drill and the review of one poem.

SIXTH - HIGGINS:

Phonetic drill and the learning of a short section of the play with the new vocabulary constituted the work of each day.

SEVENTH - McNEFF:

We studied the negative forms of verbs in the present. The children took the answers to questions in their reader and made them negative. They then were given sentences in which the endings of the verbs were omitted, and the children filled in the endings and then changed the verb to the negative. A new rhyme with questions and answers on it learned by heart. Ten sentences based on the new vocabulary.

SEVENTH - LATHAM:

This class had only three recitations. We reviewed the Geography we have had. Read two pages in the reader and talked them over carefully in class. The children made a vocabulary of the new words. We studied the pronoun as the direct object

of the verb. Wrote sentences changing the noun object to pronoun object.

EIGHTH GRADE:

Only three recitations this week. We read one page of French from the reader. The new words were expressed in French in class and the children made a vocabulary of the words they looked up at home. Then the story of this page was retold in French.

For the first time this class has been having some translation from English to French. In connection with our regular work it seemed that it would be profitable to devote some time twice a week to drill in grammar, based on the work in Fraser and Squair's French Grammar which is used in the University High School and in the city school. The children covered two lessons this week. The translated sentences were written at home, then in class we go over them carefully. They translate promptly from French to English and from English to French, then French sentences are given on this same material and answered in French. There was one lesson in dictation.

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FRENCH - MISS SPINK

Feb. 19, 1909.

FOURTH GRADE:

Children studied the French alphabet and pronounced the vowels e and a in connection with all the consonants. They learned to count from 1 to 10. Reviewed the two songs they have had, reading them from the board and pointing out the words and explaining them. Learned the first verse of a new song, "Savez-vous comme le paysan" and read it from the board. Learned how to ask for the different objects in the room and to say "please", "thank you" and "you are welcome".

FIFTH GRADE:

Learned to count from 10 to 20. Phonetic drill with the list of words all containing the diphthong ou. Read lesson 13 in the reader and learned the parts in the dialogue by heart. Read lesson 14, studied the vocabulary. One lesson in dictation.

SIXTH - MILLS:

This class did not seem to be making progress in their ability to express themselves in French. The vocabulary gained in the rhymes in the Beginners' French Book did not seem to be of the sort that they needed, and at times was somewhat too difficult, so this week I had them review the rhymes already learned for home work, and in class we read and talked about the lessons in Hotchkiss which brought back interest and life in their work. We read three lessons in this way, played games on Friday.

SIXTH - HIGGINS:

Each day was given over to the phonetic study and the learning of the play. Children are beginning to work for special parts. Two or three are trying for each part, and when the whole play has been learned by every child, we shall have a contest. The pupils who do the best will give the play for morning exercises.

SEVENTH - McNEFF:

We spent the week on an anecdote which the school printed for our use. It draws attention to the frequent mispronunciation of "femme" for "faim" and the trouble an Englishman has as the result of his mistake. It took the children some time to learn to read it and the vocabulary was carefully worked over and the anecdote learned by heart.

SEVENTH - LATHAM:

The study of "Les trois citrons" was written out by the children, taking it in three parts. We studied the present of the verbs avoir and être as conjugations. They have had all the forms before, but did not know them as the present of the verb. We also use these forms of the present in the interrogative form and the negative.

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EIGHTH GRADE:

We covered lessons 3 and 4 in Fraser's Grammar. This work is practically all a review. Two pages of French were read in class, the new words explained and the story retold in French by the children the following day. We studied the verb être in all its indicative tenses.

Feb. 26, 1909.

FOURTH GRADE:

This grade had only one recitation this week, as the children had an extra period in dancing to demonstrate the work to the visiting superintendents. The one period they had was devoted to phonetics, to reading "Savez-vous comme le paysan" from the board, pointing out the French equivalents for the English words and acting out two verses of the song.

FIFTH GRADE:

Two periods were devoted to practicing songs, games and riddles that are to be given at morning exercises March 1st. The other two days were given over to phonetics and the writing of sentences. Ten sentences were made with given words and six sentences were written in answer to questions.

SIXTH-MILLS:

The children learned a new rhyme "Ile" by heart with questions and answers upon it. The rhyme was used for dictation and special attention was given to a phonetic drill on these words. We played games on Friday. The time devoted to this class has been very short again this week, as the children were not in the room until 10:05 and left at 10:20. We had but 15 minutes except on Thursday when we had 25.

SIXTH-HIGGINS:

This class had only two recitations this week. Monday there was no school and Tuesday they were taken to hear a lecture on The Elephant. The two periods were given over to phonetic study of six new short speeches. The copying of the new vocabulary and the rehearsing of a play from the beginning.

SEVENTH-McNEFF:

This class had three recitations. The answers to eight questions on "Pain ou faim" were written by the class. present of the verb *etre* was studied and written by the class. They took up a new rhyme "Au clair de la lune". We first studied the vowel sounds contained in this rhyme, from the board. Then it was read by the children, learned by heart with questions and answers on it, and used for dictation.

SEVENTH-LATHAM:

Three recitations this week. We used the time in a study of Paris - a general description of the city on the right and left banks of the Seine. We took up the first building, the Pantheon, looked at pictures of it and studied its use. The French for this work was learned by heart and the vocabulary contained in the work carefully studied.

EIGHTH GRADE:

We had one lesson, lesson 5, in the Fraser and Squair Grammar, treating on possessive adjectives and the formation of the plural of nouns and adjectives. Three pages of French were read, and the new vocabulary carefully studied. Questions were answered on the new matter and the story retold orally.

FRENCH --- MISS SPINK.

March 5, 1909.

FOURTH GRADE:

The children learned to ask for various things at the table, bread, butter, sugar, water, stew, etc., which grew out of their own request to know these words. They learned to count from ten to fifteen. Drill in phonetics. Added another verse of "Savez-vous comme le paysan?" and acted it out. Read lesson two in Hotchkiss. The material had first been covered orally, and the children had gone through the action of placing the things in various positions.

FIFTH GRADE:

The children learned to count from 20 to 30. We read lessons 15 and 16 and learned the new vocabulary for 17. Sentences were written by the children containing the new words. Some little stories were written by them with the French that they know, as they wished to do this, and the result in several cases was very good.

SIXTH - MILLS:

We read and talked about lessons five and six in Hotchkiss. The material was used for original conversation. A rhyme "Jeu" was learned by heart, with questions and answers on it. Games on Friday.

SIXTH - HIGGINS:

The vocabulary of the play was reviewed and several new speeches learned, with phonetic study of the new words. The children began to act out their parts in a small way in the room.

SEVENTH - McNEFF:

On Monday Miss Latham's class lent Mr. McNeff's pupils their readers, "Contes et Legendes" and we began the story of "Les Trois Ours", which is extremely simple. It was the first real story this class had read and they manifested great interest in it. We talked over the page we read very thoroughly. The following day the children wrote sentences containing the new words they had learned in "Les Trois Ours". Two new rhymes with questions and answers on them were learned by heart, and used for dictation. Sentences were written with the new words. The first conjugation verb in the present was reviewed in sentences. This class is working better and accomplishes much more in a given time than it did at the beginning of the year.

SEVENTH-LATHAM:

Read two pages of French and made a vocabulary of the new words. The present of avoir and être was used in sentences. The French sentences were given the children in each case omitting the verb for them to fill in, so that their whole attention was fixed on the verb. We took up the imperative, learning its use, its formation, and the endings. All of the verb forms studied were written from memory in class.

EIGHTH GRADE:

Tuesday was given over entirely to answering the children's questions and clearing up any points that were not wholly understood. On Wednesday we had the first formal examination that has been given. It covered the grammar lessons we have had so far, the singular and plural of nouns and adjectives, the possessive adjectives and their use, verbs avoir and être, and the first conjugation verbs. There were only two failures in the class.

Three pages were read and retold orally. Sentences were written with ten new words.

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FRENCH -- MISS SPINK.

March 12, 1909.

FOURTH GRADE:

Drill in phonetics. Learned to count from fifteen to twenty. Learned the French words for knife, fork and spoon and used them in sentences. Added another verse of "Savez-vous comme le paysan?" and acted it out. Each verse represents some activity of the peasant. The first verse of "Il etait une bergere" - they have this old nursery song in book form in the library. The children are going to learn the song and then act it out. We shall work on the vocabulary thoroughly. All the words are of everyday use.

FIFTH GRADE:

One recitation was given over to rehearsal for morning exercise. This class repeated its little exercise of songs, games, riddles and conversations for the upper grades on Friday. We covered lessons 17 and 18 in Hotchkiss. Sentences were written with the new words in 17, and 18 which is a dialogue was learned by heart.

SIXTH - MILLS:

The periods for this class are so short that progress is very slow. This week we read two lessons in Hotchkiss, 7 and 8. 7 was used for conversation and 8 was read as a dialogue. Ten sentences were written with given words. Games on Friday.

SIXTH - HIGGINS:

The children have completed the learning of the parts to the end of the play. The work this week was given over to the learning of these last speeches ~~in~~ a drill ~~in~~ vocabulary.

SEVENTH - McNEFF:

We read one more page of "Les Trois Ours". We told the story orally and wrote sentences with the new words. We learned ~~them the proper expressions for asking and answering~~ the which have answering.

SEVENTH - LATHAM:

Ten questions on the story we have been reading were dictated and answers were written by the class. Sentences lacking the verb were written on the board and completed by the children. Two pages of French were read and a careful vocabulary made on all the new words. The story was retold orally. Games on Friday.

EIGHTH GRADE:

Ten sentences lacking the verb in all the different tenses we have had were given the children and completed by them. Six questions on the story we have been reading were dictated and the answers written. Lesson six in Fraser and Squair completed this week, and $1\frac{1}{2}$ pages of French were read in class. On Friday we had a "reading down", each child reading a line and whenever a mistake was made taking his seat, ~~the~~ as a spell-down.

FRENCH -- MISS SPINK.

March 19, 1909.

FOURTH GRADE:

The class studied the first verse of "Il était une bergère" phonetically, then the verse was learned by heart and the music learned. We studied the vocabulary of this verse thoroughly. The second verse was read in class. Five sentences were read from the board, ten words that we have had were used for oral spelling, and then were made into sentences by the children.

FIFTH GRADE:

Lessons 19 and 20 in Hotchkiss were covered this week. The lessons were thoroughly talked over, questions were asked on the new material which was also used for original conversation by the children. The new words were written in sentences.

SIXTH-MILLS:

The parts in the dialogue of lesson eight in Hotchkiss were learned by heart in class and recited. Lesson nine was first presented orally, the children saw all the objects and called them by name, and obtained an idea of the new prepositions used by action before they saw the printed word. Then lesson nine was read in class. "Au clair de la lune" was learned by heart with the music and was then used for dictation. Games on Friday.

SIXTH-HIGGINS:

More time was given to the reciting of the parts in the play. Each child is trying for at least two parts so that we may have an understudy for each role. We want to be letter-perfect before we begin the first rehearsals. Eleven answers were written to questions on the play.

SEVENTH-McNEFF:

Two days were given to the study of "Les trois ours". The story was retold from the beginning. Another page was read, sentences were written with the new words and other sentences formed with them in class. Then the time was given in class for the correcting of these papers. A new rhyme with questions and answers on it was learned by heart and used for dictation.

SEVENTH-LATHAM:

We reviewed the geography we have had. Some further study of the Pantheon was added. We looked at pictures of the building and some reproductions of Puvis de Chavannes' mural paintings of the life of St. Genevieve which are found in this building. We also learned something of the life of St. Genevieve. Then we located the Sorbonne, the Latin Quarter and the Invalides and learned something of each one. I have some pictures of my own which I have been using for this work, but the French Department is much in need of material of all kinds that will bring the children more into actual contact with the country which they are studying. They expect to study next Summer in

France, and Mr. Gillet thinks that I might be allowed a certain sum to expend for this purpose. It would certainly be of great service in the work.

In addition to the geography, we read two pages of French which brought us to the end of the story we are reading. A careful vocabulary was made of all the new words. Five sentences based on the end of the story, all lacking the verbs were given the class to complete.

EIGHTH GRADE:

Lessons seven and eight in Fraser and Squair's Grammar were taken up this week. These lessons treated the present of the verbs avoir and être used affirmatively, interrogatively and negatively. The interrogative sentences with the noun as subject was also treated. This gave the class a thorough review of these forms, of the translation of English to French, helped to fix clearly in their minds this work. We had two lessons in dictation on "Le corbeau et le renard" and then the entire fable was learned by heart. Five sentences based on the French we have been reading, all lacking the verbs were used for verb drill. Some phonetic drill was given the class. From this time on these pupils will not use any English at all during the recitations.

April 2, 1909.

FOURTH GRADE:

We learned by heart the second verse of "Il était in Bergère", and read the third verse. The vocabulary was used by the children in sentences giving all new combinations for the words they had just acquired. They then were given the English words and asked to pick out the French equivalent so that they have a pretty thorough grasp of this vocabulary. They had one lesson in oral spelling, learned some new words for various things to eat, and reviewed their songs and games.

FIFTH GRADE:

Lesson 21 in Hotchkiss was studied this week. This lesson takes up several new actions which the children all performed themselves. They went through them all, telling the class in French what they were doing. This lesson also gives all the expressions to be used in multiplication and addition, so we had some oral French arithmetic. They learned to count from 30 to 60. There were two lessons in dictation.

SIXTH--MILLS:

Lesson 10 in Hotchkiss was read in dialogue form and the new words used in original sentences. A new rhyme was learned by heart and used as a basis for phonetic study, and then given for dictation.

SIXTH--HIGGINS:

The children began to try for the parts in the play. The different pupils contesting for a certain part went through the lines and then the class voted on the three principal parts. The children showed great discrimination in deciding on those who not only spoke the best French, but who fitted the part in looks, and had dramatic ability. We wrote answers to questions on the play and wrote an exercise on verbs in the first conjugation: sentences were given the class with the verb endings omitted which were to be supplied.

SEVENTH--McNEFF:

Answers to questions on the first two pages of "Les Trois Ours" were written by the pupils. Another page of this story was read in class. Endings of the present of the first conjugation verb were learned and the children saw how the present was formed from the infinitive. Then sentences in the singular based on "Les Trois Ours" were given them to change to the plural.

SEVENTH--LATHAM:

The class reviewed the present and imperfect of the first conjugation verbs and changed ten sentences based on the story we have been reading to the plural. Two recitations were given to the study of the adjective, in the masculine, feminine and plural. The story of "La Cabane au Toit de Fromage" was reread.

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in class and retold orally, taking it first a paragraph at a time and then the story entire .

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EIGHTH GRADE:

This class had really only two recitations this week. On Thursday over half of the children went on a bookbinding excursion and on Friday there was no class on account of the April Fool party. Lesson 9 in Fraser and Squair was studied. This lesson treats the present of the first conjugation verb and the demonstrative adjective. Two pages of French were read in class.

FRENCH --- MISS SPINK.

April 9, 1909.

FOURTH GRADE:

A list of ten words that the children know was written on the board and the children formed French sentences with them. This is their first exercise of this sort, and they did very well with it. Third verse of "Il Était une Bergère" was learned by heart and the fourth verse was read. We had some phonetic study.

FIFTH GRADE:

Sentences lacking the different forms of the present of the verb être were given the class and filled in for home work. This begins their unconscious study of verb forms. They look upon it as a game, and in the meanwhile they are acquiring a feeling for the verb and its proper forms. We studied Lesson 22 in Hotchkiss this week and reviewed Lessons 1 to 8 for practice in reading.

SIXTH - MILLS:

Lesson 11 in Hotchkiss was read. This is a summing up and review of the ten preceding lessons. Questions based on the Hotchkiss reading lessons were given for home work. Questions on the rhyme that was learned last week were studied and the answers written in class. Another rhyme was learned by heart and the vocabulary thoroughly worked over. The first rhyme we had was reviewed. Each day we are going over one of the old rhymes along with the advance work.

SIXTH - HIGGINS:

We finished trying for the parts in the play and now all the roles are assigned. Answers to questions on the play and sentences giving practice in the endings of first conjugation verbs and the present of the verb être were written by the children.

SEVENTH - McNEFF:

This class finished reading "Les Trois ours" and talked over the story. Sentences were written with the new words. The demonstrative adjective was studied and sentences were given the class in each of which a demonstrative adjective was to be supplied. They were also given singular sentences to change to plural and plural sentences to change to the singular.

SEVENTH - LATHAM:

We read through at sight in class an entire story, "Le Poisson d'Or", giving the children an opportunity to get the story as a whole before we worked on the details. Then the class made a vocabulary of all the new words and wrote twenty sentences using these words. Nine questions based on the beginning of the story were dictated in class and answered for home work, both skill in taking the dictation and in answering the question being considered in marking the paper. Games on Friday.

EIGHTH GRADE:

Only three recitations this week, as the class had an extra

lecture on bookbinding. The class began the study of the adjective; its regular forms in the feminine and the more ordinary exceptions. A written exercise was given in class on these forms. We had a general review of the numerals from 1 to 100. Two pages of French were read in class, and the adjectives and verbs in this material were studied.

April 16, 1909.

FOURTH GRADE:

This class continued its study of "Il était une bergère". We learned the fourth verse by heart, read the fifth, and acted out all five stanzas. We had some review study of the vocabulary.

FIFTH GRADE:

The upper grades have been learning La Marseillaise, and although the words were pretty difficult for them, the fifth grade children wanted to learn it, too, so we have spent three of our four recitations on this song. The other period was given over to conversation and riddles.

SIXTH GRADE: (Miss Higgins)

One recitation was given to the learning of La Marseillaise: the other three were spent in rehearsing the play on the stage.

SIXTH GRADE: (Miss Mills)

This class has also spent its time this week learning La Marseillaise.

SEVENTH GRADE: (Mr. McNeff)

The entire story Les Trois Ours was reread and retold orally, and questions upon it were answered in class. Every child can now tell the story alone. The first verse and the chorus of La Marseillaise was learned, recited and sung. Games on Thursday.

SEVENTH GRADE: (Miss Latham)

This class had only three recitations as the children were taken to hear a lecture on Birds. The story Le Poisson d'or was reread, and told orally by the children, first a paragraph at a time, and then the story entire. Then we retold it condensing it as much as possible, and giving only the framework. La Marseillaise was reviewed. Time was given in class for the

EIGHTH GRADE:

This class had only three recitations. Friday was given to extra dancing and gymnasium work. On Tuesday we had an examination, that covered the grammar work we have been doing. There were two lessons in dictation, one lesson on the adjective, and one reading lesson.

April 23, 1909.

FOURTH GRADE:

Another verse of Il était une Bergère was learned by heart, and the vocabulary studied. All the verses were reviewed. Phonetic study of the sounds ou and oi was given, and the children read at sight a long list of words containing these sounds. A list of ten words was written on the board and the children made them into sentences.

FIFTH GRADE:

The children learned to sing La Marseillaise. Their attention was called to what is called the e mute in speaking, and is given value in singing. Lesson XXIII in Hotchkiss is divided into three sections. The class read the first two parts, had a vocabulary drill on the new words, that is, used them all in sentences of their own, and made this material the basis for conversation. Phonetic study.

SIXTH GRADE - MISS MILLS:

This class read Lesson XII in Hotchkiss, and reviewed XI. Lesson XII is excellent material for conversation, and the children greatly enjoyed applying the new words that they learned to their own experiences, so the work was very spontaneous. Sentences were written with the new words. The class learned to sing La Marseillaise. Games on Friday.

SIXTH GRADE - MISS HIGGINS:

Answers were written to questions on the play. We had one rehearsal of the play with Miss Fleming. We had expected to give it for Morning Exercises on Friday, but in order to accommodate some other work, we postponed it to May 14th. This class also learned to sing La Marseillaise. A rhyme in the reader was learned by heart, and used for dictation.

SEVENTH GRADE - MR. McNEFF:

The story of Les Trois Ours was written from memory. This was the first time this class has written a story and the result was surprisingly good. The stories were read aloud in class. One page of a new story - Les Quatre Saisons was read in class. Sentences were written with the new words. The imperfect of the first conjugation verb was studied, the endings learned. We had one written exercise on verbs. Friday we sang and played games.

SEVENTH GRADE - MISS LATHAM:

Four pages of French were read in class and thirty sentences were written containing the new words. Each day the part of the story that had been read the preceding day was retold in class. Sentences in which first conjugation verbs occurred in the present and imperfect were conjugated as we came to them in our reading. The masculine and feminine forms of all the adjectives in our reading lessons were also taken up.

EIGHTH GRADE:

The irregular adjectives were completed this week, and we

also took some of the nouns which had an irregular feminine. We took up the comparison of the adjective, in its regular and irregular form. A new story that we began is located in Bretagne, so I took this opportunity to tell the class something about this region of France, showed them about one hundred post cards illustrative of the costumes and customs of this unique region, and then took one period to read them some of the legends and stories that are found here in such abundance.

April 30, 1909.

FOURTH GRADE:

The class finished learning Il était une Bergère and acted it out. They greatly enjoy impersonating the shepherdess, her sheep and the cat. We had some phonetic study, and a vocabulary review. Sentences were made with words that they know. We played the old games we have had.

FIFTH GRADE:

The children learned two new riddles by heart and gave them in class with the little introductory conversation. The third part of Lesson XXIII in Hotchkiss was studied and used for conversation. Twenty sentences were written with given words. The new words in Lesson XXIII were all used orally in new combinations by the children.

SIXTH - MILLS:

This class also learned two riddles by heart. Lesson XIII in Hotchkiss was read and used for conversation. Lesson XIV was taken up orally. The children learned the words and performed the actions; next week they will read this lesson. A new rhyme in their reader was read, and the vocabulary studied. Games on Friday.

SIXTH - HIGGINS:

This class had only three recitations, as one period was used by their room teacher for a rehearsal for Morning Exercises. These children learned two new rhymes by heart and reviewed three old ones with the questions on them. Sentences were written with ten given words, and there was oral work on sentences with the new words.

SEVENTH - McNEFF:

Answers to seven questions on the story, Les Quatre Saisons, were written without the book. Two pages of French were read in class, the beginning of the story was retold orally, and questions on the advance work were answered orally. The imperfect of the first conjugation verb was taken up, its formation was studied and the endings learned. Verbs were conjugated in sentences in the present and imperfect. Games on Thursday.

SEVENTH - LATHAM:

Four pages of French were read in class. We finished the story of La Ville Submergée and retold it orally. The children found that the story had several weak spots in it, and they discussed these points in French. Twenty sentences were written with new words learned in this story. Questions on the story were dictated and the answers written for home work. Then these answers were written on the board by the children and corrected in class. Games on Friday.

EIGHTH GRADE:

Five pages of French were read in class, thoroughly talked over and the story up to this point retold orally. The entire second conjugation verb was taken up this week. The class began the study of some of the irregular plurals of nouns and adjectives.

May 7, 1909.

FOURTH GRADE:

Phonetic study. We made sentences with a list of verbs we have had. The aim was to call the attention of the children to the difference between the imperative and the first person singular. One child gave the command: Frappez à la porte, and they learned that the answer must be Je frappe. The natural tendency is to answer, Je frappais. The ear must be trained to the difference, and therefore we took this list for practice. On Thursday, I took the children out doors, and they learned to play The Cat and the Mouse in French. Also while playing bean bag they learned to count up to 50.

FIFTH GRADE:

Lesson XXIII in Hotchkiss was reviewed conversationally. Lesson XXIV was first gone over orally, then the new words were studied and the lesson was read in class. Friday the children played out of doors. This class also learned to play The Cat and the Mouse in French, reviewed their numbers while playing beanbag, and played their round-games.

SIXTH GRADE - HIELS:

Lesson XIV was reviewed orally and then read in class. It is difficult to get the best work from this class because the ability of the children is so uneven: the girls are extremely quick in language and the three boys unusually slow. They learned a new rhyme Pâté by heart and had the questions on it, together with a vocabulary drill. Part of one recitation was given to games out of doors, when these children also learned Le Chat et le Rat.

SIXTH GRADE - HIGGINS:

Sentences were written with twenty words taken from the rhymes the children have learned. The first verse of Au Clair de la Lune was learned by heart, the melody was learned, and then the rhyme was used for dictation. We had one rehearsal of the play with Miss Fleming.

SEVENTH GRADE - McNEFF:

The rhyme Pâté was learned by heart, with the questions and answers based on it. It was then used as a basis for phonetic study and for dictation. Another page of Les Quatre Saisons was read in class, and the new words were studied. Questions were answered on this new material and this part of the story was retold orally. Games on Thursday.

SEVENTH - LATHAM:

The story Le Vrai Héritier was read in class. Then the children wrote answers to questions based on it, and retold the story orally in class. Three pages of a new story, Yvon et Finette, were read in class, and questions on the text were an-

swered. There were only three recitations this week on account of the Arbor Day program.

EIGHTH GRADE:

Five more pages of Yvon et Finette were read, and retold in class. Questions on this text were answered. Sentences, containing nouns and adjectives with irregular plurals, were written by the class. Section X in Fraser and Squair was taken up. This lesson takes up the indefinite pronoun on, and the present of the verb faire. The vocabulary treats of ordinary expressions used around the house. Games on Friday.

May 14, 1909.

FOURTH GRADE:

The children learned thoroughly the conversation that is necessary to play Le chat et le rat. The numbers from 1 to 20 were reviewed. The following recitations this material was used in games out of doors. The class had one object lesson bringing in new materials - hat, gloves, basket, etc. The new words were all combined in sentences by the children.

FIFTH GRADE:

These children also took up in class and learned thoroughly the conversation for Le chat et le rat. Lesson XXIII was reread, and used as a basis for questions and answers, and conversation by the children accompanying the lesson. There is a picture of birds making a nest, and the children told all about the picture in French. Then ten sentences were written with words taken from this lesson. The new words in Lesson XXV were studied and this lesson was read in class.

SIXTH GRADE - MILLS:

Six rhymes were studied in review with a careful vocabulary study of them, and the questions based upon them. One new rhyme was learned by heart with questions on it. There were two exercises in phonetics.

SIXTH GRADE - HIGGINS:

This class had only three recitations this week, as I chaperoned a Fourth Grade excursion to the Historical Society. Two of these recitations were given to the rehearsal of the play under Miss Fleming's direction. On Wednesday afternoon we learned that the two principal characters could not be with us on Friday, on account of sickness, so we had to give up all idea of giving the play, as we had planned. The other recitation was devoted to learning a new rhyme by heart, and to a written exercise on the verb endings in the present.

SEVENTH GRADE - McNEFF:

Only three recitations on account of the excursion. Two rhymes were learned by heart, and the two preceding rhymes reviewed with a careful vocabulary drill on all of them. One of the new rhymes was studied phonetically and then used for dictation. We had a written exercise on the writing of French dates. Games on Friday.

SEVENTH GRADE - LATHAM:

Only three recitations, for the above-stated reason. This class was given an anecdote, which they first read through, looking up the new words. Then answers to questions upon it were written for home work, and finally the anecdote was learned by heart. Several reflexive verbs occurred in this work, so the children learned to conjugate the reflexive verb in the present and imperfect. Games on Friday.

EIGHTH GRADE:

The entire third conjugation was learned by the class this week. Lesson XI in Fraser and Squair was studied and the two preceding lessons reviewed. There was an additional exercise in

translation from English to French. Friday was given over to a verb review, and to clearing up any points which the children did not understand.

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FRENCH -- MISS SPINK.

May 21, 1909.

FOURTH GRADE:

A good many of the children have been absent lately, and had missed some of the verses of *Il était une bergère*, so half of the time on Tuesday was devoted to the learning of those verses of which the children were not sure. The rest of the time was given to performing certain actions and saying the French at the same time. The second recitation was given to vocabulary exercise and games out of doors.

FIFTH GRADE:

Lesson XXV in *Hotchkiss* which is quite long was learned by heart. Lessons VII, VIII, IX, XI, XII were reviewed in class. On Friday we played games out of doors. We agreed before we went out not to speak any English and the children did very well in expressing themselves in French.

SIXTH GRADE - MILLS:

Lesson XV in *Hotchkiss* was read in class, and the material was used for conversation. Two rhymes were learned by heart, with the questions and answers. One of them was used for dictation. Games on Friday.

SIXTH GRADE - HIGGINS:

This class has been studying the present of first conjugation verbs, and the verb *être*. They had three written exercises on these forms. One rhyme was learned by heart, and used for dictation. The children are studying France in their geography, so I gave some time to the pronunciation of the French names they have in this work, and to showing them pictures of France.

SEVENTH - McNEFF:

The children had two more written exercises on the dates, as they did not seem sure of them. Two pages of *Les Quatre Saisons* were read in class. The class learned a new rhyme with the questions, and then they asked to review all their rhymes to see how many they remembered. Games on Friday.

SEVENTH - LATHAM:

The anecdote which was learned last week was written from memory. Three pages of *Yvon et Finette* were read, and a vocabulary was made of the new words. Then sentences were written with these new words. All of the expressions used in telling time were carefully studied. Games on Friday.

EIGHTH GRADE:

Tuesday was given to a general examination which covered the grammar work we have been doing. Four pages of French were read in class, and the verbs in this material were studied. Games on Friday.

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FRENCH --- --- MISS SPINK.

May 28, 1909.

FOURTH GRADE: A new ronde consisting of three verses was learned by heart, and acted out. The vocabulary of the first verse was used in different connections. The numbers were reviewed in playing bean bag, and the children played Le chat et le rat out of doors.

FIFTH GRADE: Lesson XXVI in Hotchkiss is so long, and contains so much action that we spent the entire week on it. The children learned it by heart and acted it all out.

SIXTH GRADE - MILLS: This class had three exercises in phonetics, learned a new song, and a new rhyme.

SIXTH GRADE - HIGGINS: These children learned by heart two riddles, and two amusettes. One rhyme in their book was learned, and there was one exercise in phonetics.

SEVENTH - McNEFF: Two pages of Les Quatre Saisons were read in class. Two amusettes, and a conversation to be used in the class room were learned by heart. There were three exercises in phonetics.

SEVENTH - LATHAM:

Two amusettes were learned by heart. Four pages of Yvon et Finette were read in class, and the children made a vocabulary of the new words. The part definite of the first conjugation was taken up, and the other two tenses reviewed.

EIGHTH GRADE:

The work of this class was somewhat disturbed this week, as many of the pupils were working on the costumes to be used in The Chaplet of Pan. An anecdote was read, questions on it answered, and then it was learned by heart. The reflexive verbs of the first conjugation were studied, and the present, imperfect and past definite of vouloir were learned.

FRENCH -- J. E. SPINK.

June 4, 1909.

FOURTH GRADE:

This class had no recitations this week, as we had a rehearsal of the play on Tuesday, and on Thursday, sickness in my own family prevented my being here in the afternoon.

FIFTH GRADE:

A song, Il est difficile was learned by heart and sung. Lesson XXVII in Hotchkiss was studied and read in class. Ten sentences were written with the new words, and this material was used in conversation. We began Lesson XXVIII.

SIXTH GRADE - MILLS:

This class had only two recitations this week. Miss Rice took them for one recitation, and the other period I had to have to dress the pupils of the other Sixth Grade for the play. In the two periods we had we learned a rhyme by heart, used it for dictation, and had two exercises in phonetics.

SIXTH GRADE - HIGGINS:

We finally gave our play, La Galette des Rois, and it was very successful. We gave it on Wednesday for the upper grades, and on Thursday for the primary grades. On this account the children had no regular class work. Monday there was no school, Tuesday we had a dress rehearsal, and Wednesday and Thursday, as we had to take them from other classes, so as to have them costumed in time for Morning Exercises, we gave up our French period that they might make up what they had missed.

SEVENTH - McNEFF:

Three recitations. We had an exercise in phonetics each day. A new riddle was learned by heart and the children brought to class some French riddles they had found themselves. We finished reading Les Quatre Saisons. There was another exercise on the first conjugation verbs in the present and imperfect.

SEVENTH - LATHAM:

Three recitations. Four pages of Yvon et Finette were read in class, and a vocabulary made of the new words. Questions were answered on this material and sentences written with the new words. A new riddle was learned by heart.

EIGHTH GRADE:

Three recitations. One exercise in phonetics. Four pages of French were read in class and used for conversation. The verb vouloir was completed, and the other verbs were reviewed. An anecdote was read and questions upon it were answered.

June 11, 1909.

FOURTH GRADE: We had one reading lesson from the board, the children picking out the French word from the English given at random. There was an exercise in spelling, and then these same words were used in sentences by the children. All of the songs and games were reviewed.

FIFTH GRADE: Three recitations. Lesson XXVIII was reviewed, and recited in dialogue. Lesson XXIX was read and the vocabulary was thoroughly studied with special emphasis on the difference between the verb forms in the first and second persons. Ten sentences were written with a given list of words.

SIXTH - MILLS: This class has had from five to ten minutes phonetic drill each day. A new song was learned by heart and sung in class. All of the songs and rhymes were reviewed. Games on Friday.

SIXTH - HIGGINS: This class has also had from five to ten minutes of phonetics each day. There were two exercises on the endings of the verb in the present. Two songs were learned by heart and sung in class. I read them a French story in class which they understood very well.

SEVENTH - McNEFF: This class has also had an exercise in phonetics each day. The story of "Les Quatre Saisons" was retold in class. The present and imperfect of avoir was learned and the first conjugation forms were reviewed. A new song was learned by heart.

SEVENTH - LATHAM: Answers to ten questions on Yvon et Finette were written for home work. Five pages of the story were read and used for conversation. A riddle was learned by heart and recited. Games Friday.

EIGHTH GRADE: We had the last of our examinations this week. The rest of the time has been given to reading and conversation. The verb aller was learned. Games on Friday.

Miss Angus, the head of the High School French Department has been observing the work this week, and she finds the children well enough prepared, that she thinks they can go right into the regular second year work, without having an intermediate class. This is the first time this has been done, and we hope to be able to continue in this way.

I am leaving for France tomorrow, as there will be no French classes next week.