

Report of Mrs. H. E. Gronow, Week Ending Jan. 8, 1909.

EIGHTH GRADE

Text Book, "Altes und Neues", by Seligmann.

Jan. 5th. The class read a page and a half. The text was explained through questions and answers. We then took up declension of feminine and neuter nouns in the singular.

Jan. 6th. The children formed sentences in which they could use the different cases of the nouns taken from the day before. Exercises in writing on the same subject.

Jan. 7th. The class translated English sentences based upon the story containing illustrations of all the cases.

Jan. 8th. The class wrote a German composition on the part of the story which had been read. We then finished reading the story.

SEVENTH GRADE. Miss Latham, Teacher.

Text Book, Guerber I.

Jan. 5th. Read poem from page 49. This class has not had any English grammar, so I explained to them the difference between noun, adjective, and verb. During the rest of the recitation the children tried to find the different nouns, adjectives and verbs which the poem contained.

Jan. 6th. We had exercises on the use of the adjective with a definite article in singular and plural and also with the indefinite article.

Jan. 7th. The children recited the poem and tried to use the new vocabulary in simple prose sentences. I then gave a short sentence which contained most of the new words.

Jan. 8th. Papers were returned and corrected in class. During the rest of the time the children played German games.

SEVENTH GRADE :

Mr. MacNeff, Teacher.

This class has had one year less German than the other Seventh Grade. Text Book, "Geschichten & Marchen," Foster.

Jan. 4th. Read one-half of the story, der Klein Jakob. Explained the new vocabulary and had the new words used in sentences.

Jan. 5th. Questions on the story were dictated. This was followed by drill in the present tense of the regular verbs.

Jan. 6th. Reading the story and some more questions were dictated. This because the children are beginning a new book.

Jan. 7th. Papers with the answers were returned and the questions corrected in class. During the rest of the time they played German games.

SIXTH GRADE :

Miss Higgins, Teacher.

During the four-year German course each class has given a play and this comes usually in Sixth Grade work. I give a play because it gives splendid training for the year and a large vocabulary which is retained for a long time on account of the great interest aroused. Miss Higgin's Sixth Grade has memorized a play and this week three lessons were spent on practicing the different parts. Each child has a part. One lesson was devoted to dictation work and drill in the forms of the present tense.

SIXTH GRADE :

Miss Mills, Teacher.

Text, "Geschichten & Marchen", Foster.

Jan. 4th. We read one page of the story. The new words they looked up carefully and we tried to use them in sentences.

Jan. 5th. I dictated ten questions containing the new vocabulary. The story contains a good many expressions about the clock, and I tried to use give the children the different idiomatic expressions about the clock in German.

Jan. 6th. We finished reading the story and had some more drill on telling the time in German.

Jan. 7th. The story was told by the children, the papers were corrected in class. During the rest of the time they played German games.

FIFTH GRADE

These are beginners. They have no text book, but are given typewritten sheets. The work this week was based on a dialogue about a man who tries to sell a goose.

Jan. 4th. We spent fifteen minutes in conversation work. The other fifteen minutes in drill on the forms "bin", "bist" and "ist".

Jan. 5th. They had a short dictation and then conversation about different animals.

Jan. 6th. The papers were returned and corrected in class. We had some drill in the forms "habe", "hast" and "hat", and some more conversation on animals. The children tried to give sentences with the more difficult words of the dialogue.

Jan. 7th. They wrote sentences containing the words "bin", "bist", "ist", "habe", "hast" and "hat". Afterwards they played German games.

Jan. 15, 1909.

FIFTH GRADE:

During this week we took up the review of all nouns that occurred with the definite article and had some simple exercises on habe, hast, and hat; bin, bist and ist. A new song called "Die Wasch Frauen" was learned. The motions which the song describes were carried out by the children. The song was first given orally. The children were asked to spell the words from hearing them before they were put on the board. This is done with this class because I find that their ear is rather inaccurate. The children then copied the song and memorized it. Conversation exercises based upon the actions of the song.

SIXTH GRADE--HIGGINS:

We continued practicing the play. The work was delayed because so many children were absent. The result of this week's work was that every child now not only knows his own part, but also all the others. We had two dictations and some exercises with present tense of the verbs which occurred.

SIXTH GRADE--MILLS:

During the first lesson of this week we finished reading the story begun last week. They began a short play of six pages called "The Shoemaker and the Dwarfs", which was given to them in printed form. We took this week the first page of this play. The children have learned the vocabulary, the spelling, and have partly memorized it.

SEVENTH GRADE--McNEFF:

This class had only two lessons this week. They began a new story book entitled "Am Anfang", by Tuckermann. We read half of the story, "Die drei Schmetterlinge". We took up the vocabulary of this, and had a dictation in oral exercises.

SEVENTH GRADE--LATHAM:

I have shown lantern slides of Germany in morning exercise, and in consequence this class asked for the song "The Lorelei". The song was given to them typewritten. The children themselves tried to find the meaning, being allowed to ask for the new words. Then we had some conversation based upon the song until the meaning was clear. It was sung and partly memorized. The poem which had been learned the week before was written down from memory this week, instead of the usual dictation. We had a review of the inflections practiced last week, and took up this week the present tense of irregular strong verbs.

THE EIGHTH GRADE read the story "Der Rosenstrauch zu Hildesheim". I showed them pictures of old towns. They learned all the nouns of the story in singular and plural and gave the cases of each noun. We had exercises in the use of the cases in sentences with and without prepositions. We added the declension of the demonstrative "dieser".

January 29, 1909.

FOURTH GRADE:

This grade is beginning. They have two lessons a week and have now had three lessons. I have started with the objects of the room, the colors. Questions with *wo?* *was?*

Numbers up to ten. The negative has also been introduced.

FIFTH GRADE:

We took up the reading of connected stories, this week, using Foster's *Geschichten und Marchen*. The children now have a sufficient vocabulary to read these stories without translation. We had chorus reading which gives the timid children more confidence. These stories are printed in English type, which is better for young beginners. Conversational exercises based upon the reading. One dictation on the rhyme learned last week. Drill in the definite article.

For their games they learned a new rhyme for counting off.

SIXTH-MILLS:

Continued with the play. The children now know three pages.

SIXTH-HIGGINS:

Took up all the difficult words of the play and tried to use them in other sentences. Practice on Singular and Plural of nouns. There were still more children absent this week, so we have not yet given the play.

SEVENTH-MONEFF:

Finished the story of last week. Exercises on Singular and Plural of nouns and the following forms:

der bunte Schmetterling
ein bunter "
die bunten Schmetterlinge

die gelbe Tulpe
ein gelbe "
die gelben Tulpen

die rote Blume
ein roter "
die roten "

The story was retold and then written out. In connection with it we had conversation based on butterflies, etc.

SEVENTH-LATHAM:

This class knows now the present tense of *geben*, *sehen*, *werfen*, *merken*, *essen*, *vergessen*, *nehmen*, *sprechen*.

They have learned to use these in sentences

1. affirmative
2. negative
3. Questions (affirmative)
4. " (negative)

We are reading: Hanschen will ein Fischler werden.
Two dictations, one on verbs, one on reading.

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4 EIGHTH GRADE:

2 The children have explained the cases in the stories and also the verb forms.

The stories were retold in a condensed form.

Feb. 5, 1909.

GRADE:

The children learned to ask questions. Reviewed objects and colors. Learned two rhymes and the game "Maus, Maus, wo bist du?"

FIFTH GRADE:

We read the story "die geluldige Katze" and it was retold by the children. We reviewed some expressions for actions which can be carried out in class, and especially in connection with this the prepositions an, auf, uber, unter, vor, hinter. More practice on the verb forms with ich and du which these children seem to find difficult.

SIXTH GRADE-MISS HIGGINS:

The class gave the play on Thursday and Friday and the other two lessons were spent in rehearsing.

Sixth grade-MISS MILLS:

We have read five pages of the play, learned the vocabulary and distributed the parts of the first two scenes. Each child has a part, so that the interest is equal for each one.

SEVENTH GRADE-MISS LATHAM:

The class has memorized 30 lines of "Hanschen will ein Tischler werden". This is done because the vocabulary will be very useful for later reading.

The children also wrote sentences of their own with the new words.

1st, with the nouns

2nd with the adjectives

3rd with the verbs.

Since the class is weak in spelling I gave them two dictations.

SEVENTH GRADE-MR. McNEFF:

The class read half of the story "der Fuchs und der Krebs". The story was difficult therefore the children were asked to translate it. They then learned the new words and used them in sentences. They also learned the plural for the new nouns and we continued the practice in adjective forms. The story was partly retold in a simple form.

EIGHTH GRADE:

Did not take up a new story but worked over the old one. My aim is to make children careful in retelling a story. Added the prepositions which govern both accusative and dative and spent three lessons on these.

Feb. 5, 1909.

FOURTH GRADE:

The children learned to ask questions. Reviewed objects and colors. Learned two rhymes and the game "Maus, Maus, wo bist du?"

FIFTH GRADE:

We read the story "die geduldige Katze" and it was retold by the children. We reviewed some expressions for actions which can be carried out in class, and especially in connection with this the prepositions an, auf, uber, unter, vor, hinter. More practice on the verb forms with ich and du which these children seem to find difficult.

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Feb. 11, 1909.

FOURTH GRADE:

On account of my going away I asked to have three lessons a week with the fourthgrade. We first reviewed our work from last week. Learned to count from one up to ten. Introduced forms *ich bin, du bist, ich habe, du hast*. There were used in sentences.

FIFTH GRADE:

I gave the children a new action song called "der Bauer". This because I want them to become familiar with the pronoun "wir". The second verse begins: *Wir kammern dem Bauer das Haar*, etc. and this form occurs in the next three verses. The song was first given orally; after the children had understood its meaning, they repeated it, then sang and played it. Then the type-written sheets were given to them and they read it. They memorized half of it and had one dictation on it.

SIXTH GRADE-MISS HIGGINS:

We began reading the German script in Foster's *Geschichten und Marchen*. Read one story.

Present tense of regular verbs was reviewed. We added the present of *geben* and *sehen*, since they already knew the forms. We took up some of the idiomatic expressions of the play and used them in different ways.

SIXTH GRADE-MISS MILLS:

We have finished the reading and explaining of the play. The children are now learning their own parts. The first scene is ready to be played but the children are not allowed to play until the ~~the~~ whole play can be recited without much hesitation. I find that this constant reciting in class does in this case not become monotonous and is more beneficial in regard to pronunciation and the training of the ear than any other exercise.

SEVENTH GRADE, MISS LATHAM:

We had a review of the verbs learned during the past weeks.

Finished the story of *Hanschen*. Had some drill on the plural and singular of the nouns which had occurred. The nouns were used in sentences which had to be written in the present tense. There were many mistakes and the wrong sentences were put on the board and corrected by the children. The children are very careless about endings in writing and I believe they ought to be trained to be careful.

I added the present tense of the verbs, *fallen, schlafen, lassen, laufen*.

SEVENTH GRADE-MR. McNEFF:

The class read the second half of the story "der Fuchs und der Krebs"; learned the vocabulary and translated it, answered the printed questions about the story.

One lesson was spent in teaching them how to find the plural form of nouns in the vocabulary. Some more drill on the adjective forms. Played games during the last period.

Mrs. Gronow - #2.

EIGHT GRADE:

Read half of the story "das Riessenspielzeug". The children were asked to explain the cases in the sentences.

We took up the declension of adjectives with the article as a new subject. The rest of the time this week we spent in exercises on the use of the prepositions in connection with nouns and adjectives, using as much as possible the new vocabulary.

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Feb. 19, 1909.

FOURTH GRADE:

The class learned to use this vocabulary: Kind, Mädchen, Knabe, Nase, Augen, Ohren, Mund, Haar, Fuss. In connection with this they had the game Kind, wer zupft dich am Haar? In the following lesson we took up names of wearing apparel.

FIFTH GRADE:

In their songs, as well as in the stories read, occurred some plural forms of nouns with which they were familiar in the singular. These forms were explained at the time, but now we shall begin to make a list of the nouns which have occurred in the singular and plural. So far we have had the following: Eier, Kinder, Bücher, Füße, Stühle, Hände, Frauen, Knaben, Wochen, Vögel, Brüder. A dictation on plural forms was given. Last week's papers were returned and corrected in class. They were asked to learn the spelling of two more verses "Es geht ein Bauer in dem Wald". The class read the story "der Star", answered questions and retold the story. Games were played the last period.

SIXTH - MILLS:

We spent two lessons in going over the most difficult passages of the play. The children have memorized their parts fairly well, and are ready to begin to act them out. One lesson was spent mainly on the pronunciation of the Umlaut.

SIXTH - HIGGINS:

This class had only three lessons this week. We continued systematizing the irregular verb forms of the play, as nehmen, schlafen and haben. They were given exercises using these verb forms in sentences.

SEVENTH - LATHAM:

Reading story "Bube und Bock". In order to accustom the children to look up words in the vocabulary, I asked for a written translation of the story. The conversational exercises consisted in answers and questions in connection with the story. The rest of the time was spent in drilling on adjective and verb endings. I wish to get this class to the point where they will write simple German sentences correctly. It seems so very difficult for them to think of form at all when they write, that I find it necessary to lay a great deal of stress on this part of their work.

SEVENTH - McNEFF:

We began reading "Hänshen will ein Tischler werden". Sentences were formed with the new words, and one verse memorized. Had two lessons on adjective endings. I also spent a good deal of time with this class on formal work because I wish the children to really get hold of their forms before I go away.

EIGHTH GRADE:

In grammar we continued the declension of adjectives with the article. This class is to give a morning exercise on Nurnberg.

Mrs. Gronow - #2.

I have dictated the work to them in German, they are to translate it, and give it in English.

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Feb. 26, 1909.

FOURTH GRADE:

THE CLASS learned the first verse of the song: "Kommt ein Vogel geflogen". Numbers up to twenty, at the same time they learned how to add in German.

FIFTH GRADE:

We continued with our list of plural forms, adding Bäume, Häuser, Schafe, Hunde, Kühe, Pferde, Augen, Ohren, etc.

Some of these plural forms were new, but they were necessary for the children in order to be able to talk about the farmer - a conversation which would naturally follow the song just studied. In connection with the animals the class learned two more rhymes. The class reads poorly; we therefore reread one of the old stories.

SIXTH-HIGGINS:

Three lessons this week. Took up the verbs wollen, dürfen, since the children have had occasion to use the different forms. Began to make a list of nouns which occurred in play, both in Singular and Plural.

Read one story four pages long.

SIXTH-MILLS:

The play was tried on the stage this week, but the periods of this class coming just before morning exercise, are so short that we have hardly time to try more than a scene at a time.

SEVENTH-LATHAM:

One whole period was spent in correcting last week's papers. Typical sentences are put on the board and the whole class is asked to find and correct the mistakes.

We reread last week's story and the children told the story in their own words now being able to use also the idioms of the story with ease. During the last lesson they wrote a German composition on the same subject.

SEVENTH-McNEFF:

Finished second part of the last week's story. The numerous adjectives and nouns in this part were used in sentences. During one lesson we reviewed some of the German songs learned last quarter since I found that the music teacher was available during that period.

Eighth grade:

This class gave a morning exercise on Nürnberg this week with lantern slides. The story of last week was retold orally and later on in writing. Read first page of der Barbier zu Segringen. In Grammar we added of personal pronouns.

March 5, 1909.

FOURTH GRADE:

Impressed the difference between wo and wer, because the German wer always causes confusion.

Gave a rhyme about "die Kuh". In connection with this, we had conversation about food.

In order to be able to review the names of objects, I introduced the game, "Ich sehe etwas, was du nicht siehst". I told the class a story in German for first time.

FIFTH GRADE:

Spent one lesson in correcting papers of last week.

Read two short satires which were retold. Paid special attention to this vocabulary: endlich, bald, es war einmal, aber, aber, immer, spät, wieder, jetzt, früh, auch.

These are words which will occur again and again but are seldom remembered unless special attention is called to them.

In connection with last week's plural forms we had a few verses of a cradle song which contains several of the newly-acquired forms.

SIXTH-HIGGINS:

We have made a list of twenty nouns in singular and plural. The children found the rule that nouns ending in er usually have no ending in plural. Also that nouns with "die" often have an "n or en" in plural.

Read another story. Since the children are finding some trouble in reading the German type, we spent a good deal of time this week on simply observing the letters, getting familiar with them by reading the same text over several times.

SIXTH-MILLS:

We are still working on the play. If there are not too many absences we shall give it this week.

SEVENTH-LATHAM:

A poem in the back of the book is connected as to subject matter with the story the class just read. We therefore took it up this week. Learned seven verses, since they contain a good every-day vocabulary.

Our exercises in inflections were based on this poem.

SEVENTH-McNEFF:

We spent most of the time this week in really getting hold of the vocabulary of the story mentioned before. The class is not strong and we have to go very slowly, in order to gain anything. The exercises were also based on the story.

EIGHTH GRADE:

Finished reading: der Barbier zu Segringen, four pages. We took up the vocabulary and used it for exercises in grammar. Added in grammar the declension of the adjective with the indefinite article.

11/2/1909
GERMAN -- MRS. GRONOW.

March 12, 1909.

FOURTH GRADE:

The children asked for another German song and since my successor will not be able to give them songs they learned: H nselein, willst du tanzen. This took up two lessons.

FIFTH GRADE:

Read one story of two pages several times. The children were taught to ask questions in German.

They had one dictation and one exercise on the new plural forms which occurred.

SIXTH-HIGGINS:

We took up the different verb-forms of the play, compared them and classified them under Present and Past, leaving out the Future. The children are familiar with the different persons of the Present. It was therefore not difficult to get the tenses of the Past in different persons. Read another story, which contained little new vocabulary. This time the children asked each other questions taking paragraph by paragraph. Finally they practised changing every sentence into a question.

SIXTH-MILLS:

Practised the play the first two lessons, gave it on Thursday to the lower grades and on Friday to the upper grades.

SEVENTH-LATHAM:

We spent the whole week practising to connect the proper verb-forms with the respective subjects. About half of the class thinks while writing, - the other half will write anything never once considering the connection. It was for the benefit of the latter that we spent so much time on these forms.

SEVENTH-McNEFF:

The story of last week was retold first in questions and answers, then without questions. The story contains a great many new verbs. We took these up and used them with different subjects. The class had only three periods this week so we did not get very far.

EIGHTH GRADE:

Read: Eine Sage aus dem Schwarzwalde, in connection with some geography of Germany. Had exercises all week applying the grammar studied so far.

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GERMAN - MRS. GRONOW.

March 19, 1909.

FOURTH GRADE:

Reviewed the quarter's work. Learned one riddle.

FIFTH GRADE:

Review of quarter's work.

SIXTH-HIGGINS:

Reviewed work of quarter. Then took up geography of Germany.

SIXTH-MILLS:

Review of the formal work of the quarter. Then studied map of Germany.

SEVENTH-LATHAM:

Review of quarter's work. Then geography of Germany.

SEVENTH-McNEFF:

Review of quarter's work. During the rest of the time we studied geography of Germany.

EIGHTH GRADE:

Review of the grammar studied during the quarter. During the rest of the time the class studied geography of Germany.

April 2, 1909.

During the winter quarter I visited Mrs. Gronow's classes frequently in order to become familiar with the work she was doing in each grade.

FOURTH GRADE:

This class recites twice a week. In this class the children learned the names of objects in the school room with the article, das Pult, der Stuhl, das Buch, etc. They also used these words in sentences, as, Das ist ein Pult - Hast du einen Bleistift? etc.

FIFTH GRADE:

This class read and retold the story ~~"Die Spiel-nouns in dem Hut"~~. They learned the singular and plural of the nouns in the story and had one dictation on this work.

One period was devoted to German games.

SIXTH-HIGGINS:

The work of this class was based on the new story which they read, "Die traurige Prinzessin". I gave special attention to the nouns occurring in the story and to their person endings, using the definite and indefinite article and adjectives, as, der gute König, ein guter König, die traurige Prinzessin, ein kleines Kind, etc. They had the present and past forms of verbs spielen and singen.

SIXTH-MILLS:

The children are just beginning to read the German text and one period was spent in learning the letters. We read the first half of the story, "Die Prinzessin Fridoline". The conversation exercises were about the story. The children learned to use the vocabulary of the story. Had written lessons in this work.

SEVENTH-LATHAM:

We chose the story, "Das Gewitter" for the reading because the weather was cloudy and rainy. The children used the vocabulary of the piece in many different sentences.

They had the present, past and future forms of Kommen, folgen and rollen, these verbs occurring in the reading lesson.

The children were given questions which they answered in writing.

SEVENTH-MONEFF:

The children read the story "Die Kinder und der". They liked the story very much and retold it well. In conversation they were able to use the new words in many different sentences.

They had the present, past and future forms of vergessen, and weinen, and used them in written exercises.

EIGHTH GRADE: This class read the first half of the story "König Max Joseph und der Gänsehirt". The children explained the cases

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of the nouns. They had exercise in declensions of nouns with
adjectives, and conjugation of weak and strong verbs.

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April 16, 1909.

FOURTH GRADE:

This class learned the second verse of "Was ich habe". We reviewed in conversation the vocabulary the children have already learned and played several of their German games.

FIFTH GRADE:

In this class we read the story "Der kluge und der dumme Müller". The children learned the vocabulary of the story, the nouns in the singular and plural forms. To get them to use the words fluently I had them ask each other questions and give answers about the story. They had one written lesson on this story.

SIXTH - MILLS:

We finished reading "Die traurige Prinzessin". The conversation was about the story.

We had one lesson on the seasons and months of the year, also had one dictation on this lesson.

SIXTH - HIGGINS:

This class is more advanced than the other sixth grade class. The work was based on the story of last week. We had conversational exercises about the story and written reproductions of it. The children learned the names of the season and months of the year.

SEVENTH - McNEFF:

This class read the story "Das treue Fischlein". Using the words that occurred in the story we had drill on the use of the definite and indefinite article and adjectives before nouns.

This class had one written dictation.

SEVENTH - LATHAM:

In this class we read a new story "Der Schmetterling."

After they told the story orally they reproduced it in writing. In one period we drilled on the use of the definite and indefinite article with adjectives as, der kleine Baum, ein kleiner Baum, etc.

EIGHTH GRADE:

For new work we took up the comparison of adjectives, basing the work on the adjectives occurring in the reading.

The class wrote the story briefly.

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GERMAN -- -- -- A. GLASER.

April 23, 1909.

FOURTH GRADE:

The conversation was about the coming of spring. The children learned a little poem, "Der Vogel spielt in Zweigen."

FIFTH GRADE:

The class read the story, "Die alte Frau und ihre Katzen". The children used the words of the story in many different sentences and mastered the vocabulary of the story.

We had written work on the singular and plural of the nouns.

SIXTH - MILLS:

In this class we drilled on the singular and plural of the nouns we had in the story of last week and also on the conversation lesson on the coming of spring and also on the connection with this.

SIXTH - HIGGINS:

The class read the story, "Die alte Frau und der Vogel". We had conversation about the story and the children became familiar with the German idioms used. We had one dictation exercise taken from the story.

SEVENTH - McNEFF:

The children reproduced the story of last week briefly in writing. One period was devoted to conversation on the coming of spring. In this class I gave the children a new game, "Der Lockvogel". In playing this game the children use many words that give them a good vocabulary.

SEVENTH - LATHAM:

The children read the first half of the story, "Die drei Müsiggänger." They used the verbs tragen and laufen in the present and past, paying special attention to the person endings. Had written exercises in this work.

EIGHTH GRADE:

In this class for new work we took up the conjugation of kommen and laufen. The children observed that these verbs are conjugated with the auxiliary "sein", in the perfect and pluperfect. They learned the rule, That intransitive verbs implying change of position or condition take the auxiliary sein instead of haben. They read the first half of the story, "Der Kaiser und der Abt".

April 30, 1909.

FOURTH GRADE:

In the fourth grade we reviewed the verses the children had learned, as Was ich habe, Der Vogel spielt in Zweigen. We had conversational exercises about Spring. The children learned to say simple sentences - Der Frühling ist da, Der Himmel ist blau, Das Gras ist grün, etc. I gave the children typewritten sheets with names of familiar objects, also sentences using these words.

FIFTH GRADE:

In this class the children read and retold the story "Emil's Taube". They memorized several paragraphs containing a good vocabulary and idiomatic expressions. They also wrote sentences from these paragraphs from dictation.

SIXTH - MILLS:

The conversation was based on Spring. The children used the words and sentences they had already learned. As the children were interested and anxious to talk of the unfolding buds I gave them the names of parts of the tree, Der Baumstamm, der Ast, der Zweig, etc. For practice in reading we reviewed Die traurige Prinzessin.

SIXTH - HIGGINS:

In this class also we learned the names of parts of the tree and had a conversational exercise using the words. The children wrote the singulars and plurals of these words from dictation. We read the first half of the story, Schneewittchen und die Elfen.

SEVENTH - McNEFF:

The class read the story "Die Gras prinzeßin". We paid special attention this week to the correct use of the regular verbs in the present, past, and future tenses. The sentences for drill in this work were taken from the reading lesson. The children retold this story well.

SEVENTH - LATHAM:

The class finished reading Die drei Müßig gänger, and took a new story, Die Gras prinzeßin. The conversation was based on this story; the children told the story well. Referring to the vocabulary in the back of the books, the children found the plurals of the nouns. The dictation work consisted of these singular and plural forms.

EIGHTH GRADE:

In this class we read the first half of the story, "Der Kaiser und der Abt". The children explained the cases of the nouns in the story; the work in comparisons of adjectives and the conjugation of verbs was based on the vocabulary of the story.

We had written work in connection with the grammar work.

May 7, 1909.

FOURTH GRADE:

In this grade we had an object and conversation lesson on "Der Baum", with illustrations on the board. The children learned the nouns, Der Baumstamm, der Ast, der Zweig, etc. One conversational exercise was about Das Vogelnest. Der Vogel baut das Nest. Das Vogelnest ist rund, etc.

FIFTH GRADE:

This class read the story, Die Kaiser blumen. They learned the nouns in the singular and plural forms. The dictation exercise consisted of simple sentences containing these words. The conversation also was about the story; the children retold it well.

SIXTH GRADE: (MILLS).

In this class we read the first half of the story, Die alte Frau und der Vogel. In conversation the children asked each other questions about the story and gave answers. In this way they became familiar with the vocabulary, and expressions used. They wrote one paragraph from dictation. In one period we played the German game, "Wir kommen aus dem Morgenland."

SIXTH (HIGGINS):

We finished reading the story Schneewittchen und die Elfen. The children retold the story well and had a dictation exercise of simple sentences taken from the story. In one period we had conversation about spring, the birds, and nest-building. The children are very much interested in telling of their observations and use their vocabulary readily.

SEVENTH (McNEFF):

In one period we took a walk, talking German about things we saw; for home work the children wrote a little composition, Der Spaziergang. The next day we took up this work in class, the children corrected their mistakes and formed better sentences.

SEVENTH (LATHAM):

This class read the story, Der kleine Vogelfänger. We had conversation about the story, the children reproduced it in writing. In one period we took a walk conversing in German about the trees, birds, blue sky, etc.

EIGHTH GRADE:

This class finished reading the story, Der Kaiser und der Abt. We gave special attention to the verbs of the story, explaining the forms as they occurred in the lesson.

Mr. McNeff's Seventh grade also read the story Das treue Fischlein. By answering my questions they retold the story and became familiar with the words and expressions used in the story.

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FOURTH GRADE:

We had a conversation lesson about day and night, the sun, moon and stars and learned a German rhyme called Sonne, Mond and Sterne. We also reviewed counting and exercises in adding in German.

FIFTH GRADE:

We read the story, Der stolze Ringfinger. In this story many nouns occurred with which the children were familiar. After the children had retold the story in answer to my questions I dictated single sentences containing these words. They also made a list of all the nouns in the singular and plural forms with the proper articles.

SIXTH - MILLS:

This class is now able to read the German text fluently; we finished reading the story "Die alte Frau und der Vogel". In conversation and in answer to my questions the children retold the story. The words unzufrieden, unglücklich, unartig, occurred in the story. The children learned the meaning of the prefix "un" in German and used the words in the new sentences.

SIXTH - HIGGINS:

In this class we read the story "Charlotte und die zehn Zwirgen". The conversation was based on the story. I gave sentences using the verbs, geben and helfen, in the singular and plural forms, present and past tenses. Without learning a rule the children observed the different forms used with ich, du, er, wir, ihr, sie. We also had written work using the definite and indefinite article with nouns, with and without adjectives.

SEVENTH - McNEFF:

In this class we read the story, Das treue Fischlein. The conversation was based on the story. We had written exercises using the different forms of the verbs schwimmen, fangen, versprechen in the present, past and perfect tenses, singular and plural.

One period was spent in correcting this written work from the previous day.

SEVENTH - LATHAM:

This class also read the story, Das treue Fischlein. I explained the new words and phrases and the children retold the story. In the next period the children wrote a composition about it. We had drill on the use of the verbs in present and past tenses.

EIGHTH GRADE:

This class read three pages of the story, Der dumme Bauer und seine kluge Frau. The verbs for work in conjugation and the nouns for declension were taken from the story. The class reproduced the story in writing. One period was spent in correcting these compositions.

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FOURTH GRADE:

We reviewed in conversation the forms ich habe, du hast, er hat, ich bin, du bist, er ist, and took up the form ich kaun; the children also asked questions as, kannst du lesen? etc. In the following period I introduced a german game, Was ich thue.

FIFTH GRADE:

In this class we read the story "Der Wordwind und der Knabe". The children learned several paragraphs containing a good vocabulary by heart. They learned the singular and plural of the nouns that occurred in the story. The conversation was about the story.

SIXTH - MILLS:

In this class we read the story, "Schneewittchen und die Elfen". The conversation was based on the story; the children retold it very well. Without introducing formal grammar I gave the children exercises in changing simple sentences in the present tense forms into the past. In one period we played german games.

SIXTH - HIGGINS:

The story, "Der Schnelle, der Lange und der Scharflügige", was read in this class. They had conversation about the story, and learned the vocabulary. They had two dictation lessons, on the nouns of the story, and sentences using the new verbs.

SEVENTH - MCNEFF:

The conversation, the dictation for spelling, and exercises in the use of proper forms of the verbs were based on the new story, "Der kleine Vogelfaenger". In one period we learned a new game, Obst und Blumen Markt. In this game the children learn the names of the fruits and flowers, and the german idioms used.

SEVENTH - LATHAM:

This class also read a new story, "Der Schmied". The verbs legen and liegen occurred in the story; we had exercises on the proper use of these verbs in the present and past tenses, and also learned the singular and plural of the nouns. The children reproduced the story briefly in writing.

EIGHTH GRADE:

We finished the story, "Der dumme Bauer und seine kluge Frau". The children learned the principal parts of the verbs. We had some drill on the conjugation of regular and irregular verbs; one written lesson on this work. For new work we took up the present tense singular of the verbs nehmen, sprechen, geben, etc. that change the vowel in the second and third person, as, ich nehme, du nimmst, er nimmt.

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FOURTH GRADE:

Last week the children used the different forms of the verb können in conversation. This week I gave them type-written sheets using these forms in new questions and answers. We had a conversational exercise about Tag und Nacht. The children learned a rhyme, "Sonne, Mond und Sterne".

FIFTH GRADE:

In this class we read the story, "Die Kaiserblumen". The conversation was based on the story. Parts of it were learned by heart. The children made a list of the singulars and plurals of the nouns. In one period we had conversation about Tag und Nacht.

SIXTH - MILLS:

The class read "Charlotte und die zehn Zwerge". This story contains many words with the umlaut sounds. I gave special attention to the pronunciation of these. The conversation was based on the story, the class also had one written dictation using the new words in sentences.

SIXTH - HIGGINS:

This class read the story "Der Mohn und die Kornblume". The children learned the vocabulary, and retold the story. We had exercises using the new verbs in the present and past tense forms. I gave the class one dictation, sentences from the story. In one period we played games.

SEVENTH - McNEFF:

In this class we read the story "Der Schmied". After we had a conversational exercise about it, the class wrote the story briefly. We made a list of the verbs which occurred and used them in new sentences in the present and past tenses.

SEVENTH - LATHAM:

In this class we read the story "Die Sonnenstrahlen". The conversation was based on the story, also the exercises using nouns in the singular and plural with adjectives and the definite and indefinite article. The class learned several paragraphs containing a vocabulary which they will need in their work by heart. They had a dictation from the story.

EIGHTH GRADE:

This class read the new story, "Der Winter und der Tannenbaum". For work in declension the class explained the cases of the nouns of the story. The verbs for drill in the use of the verbs and for conjugation were taken from the story. The class also had a dictation.

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FOURTH GRADE:

The children learned a rhyme "Lieber Schwan". In connection with this we had a conversation and object lesson with pictures about "Schwimmvögel". Die Ente, - die Gans. They learned the spelling of the words and wrote the rhyme. In conversation we reviewed the vocabulary they have learned.

FIFTH GRADE:

This class read Das Lerchennest. We had conversation about the story and had a dictation exercise taken from this work. In order to review their vocabulary we read several of the stories taken in the beginning of the quarter.

SIXTH - MILLIS:

In this class we read the first half of the story, Der Schnelle, der Lange, und der Scharfäugige. The conversation and dictation were based on the reading.

To review the vocabulary learned, the children read and retold several of the stories taken up earlier in the quarter.

SIXTH - HIGGINS:

This class read the first half of the story, "Aschenpeter und die Kauberin". They learned the vocabulary and made a list of the nouns in the singular and plural forms. They had one dictation using these words in sentences. They also read one of the earlier stories in review.

SEVENTH - McNEFF:

The class read a new story, "Der Strohmann". We had exercises using the nouns of the story with the def. and indef. articles and with adjectives. The conversation was based on the story. The class wrote the story, answering questions which I had on the board.

SEVENTH - LATHAM:

This class read "Der Kuh hirt". The conversation was based on the story. They had one dictation on the nouns of the story. They also reviewed several of their earlier stories.

EIGHTH GRADE:

This class read the first half of the story Gruit van Steen. The vocabulary of this is difficult and we had exercises in using the words in different sentences and different connections. We reviewed the declensions of possessives, and explained those forms which occurred in the story. In one period we played games.

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FOURTH GRADE:

The conversation was about "das Schaf". I told the children a story and gave them a rhyme about das Schaf; they memorized this and also wrote it. We reviewed the little recitations they had learned, and also their vocabulary.

FIFTH GRADE:

This class read the story "Der Bauer und die Lerchen". In connection with this we had conversation about Singvögel, Schwimmvögel, Raubvögel. The children retold the story and had a dictation lesson on the nouns.

SIXTH - MILLS:

The class finished reading the story which was begun last week. We had conversation about it and the children told the story in answer to my questions.

They learned a game, "Der Lockvogel" for the spring festival.

SIXTH - HIGGINS:

We finished reading "Aschen und die Zauberin". The conversation was based on the story. I gave one dictation taking simple sentences from the story; the children also made a list of the difficult words. In one period we played a german game - Gemüse Markt.

SEVENTH - McNEFF:

We read the story "Der Strohmann". The children learned the vocabulary of the story using the words in new sentences. We had drill in the verbs in the present and past tenses. We reviewed several stories and in one period we played german games - the new game, Gemüse Markt.

SEVENTH - LATHAM:

This class also read, Der Strohmann, had conversation about it and wrote the story in answer to questions which I had placed on the board. We had exercises using the verbs in the different persons in the present and past tenses and the nouns with adjectives.

EIGHTH GRADE:

Finished reading Gruit van Steen. We reviewed the grammar work; had drill in the conjugation of weak and strong verbs, declension of nouns with adjectives and possessives. We reviewed the prepositions and cases they govern, accounting for the cases of nouns in the story. Had written exercises in connections with the grammar work.