

Jan. 8, 1909.

HISTORY: The work this week, four half hours, has been devoted to a study of the position of the Church during the Middle Ages.

1st Topic, the Mediaeval conception of the Church.

2nd, the two-fold duties of the Church.

3rd, the origin of the governing power in the Church.

4th, the jurisdiction of the Church, and how the Church enforced its control.

All this was given to these children in preparation for a study of the crusades, and will be used in comparison with the Mohammedan religion which is to be taken up next week.

I am following rather closely the printed outline for work in the Eighth Grade as the curriculum was made out by Miss Rice and myself after a good deal of careful study. We have tried in this grade, Greek History, American History, Roman History and English History, and the present work seems better adapted to children of this age, than any other. The curriculum this year is substantially the same as it was last year.

MATHEMATICS: Four half hours a week. The children are extremely weak in Arithmetic, both in mechanical processes and in reasoning. This week has been spent in a review of decimal fractions, including addition, subtraction, multiplication and division. The most of the time has been spent in drill, pure and simple.

ENGLISH: In English Grammar, the class has spent two periods in analysis of sentences, with especial emphasis upon the phrase. In composition work each child has written one article for the "School Reporter". Each paper written by the child is criticised from the standpoint of English composition, whether it is suitable for printing in the paper or not. In Literature we have begun the study of "Julius Caesar". We have had one lesson.

LATIN: The class has translated some English sentences into Latin and read some Latin sentences. Latin sentences have been first analyzed and then translated. The sentences selected illustrated the use of the Dative of Figurative Direction.

The subject of grammatical gender was explained and the endings of the second declension, masculine committed to memory.

PRINTING: The printing class has met two hours this week. Part of the time was spent in cleaning up, that is, throwing in dead matter. The second lesson some of the class began to set up some lists of words for the Third Grade, and to set up a program blank for use in the office.

I have had several meetings with the "Reporter" staff who are getting together their material for the January number. All of the copy handed in by the children from all the grades comes into my hands, for correction in English. An unusual number of articles have been handed in this week.

Jan. 15, 1909..

HISTORY: A practice teacher is now working ~~with~~ me in History. She has prepared a plan for six weeks which has been approved both by Miss Rice and myself. She prepares daily lesson plans which are given to me in time for criticism the day before she teaches. I am present at every lesson and when necessary supplement her work. The following is a summary of the whole week's work:

Monday: I. Arabia. a. The geography in reference to its influence on the history of Arabia and its people.

II. a. The origin of the people. b. The occupations. c. The government d. The religion especially showing its influence in Mohammed. References in History and Geography. Use of map.

Tuesday: I. A summary of Monday's lesson.

II. The life of Mohammed: a discussion of the big points in his life
III. The religion of Mohammed: a. The Koran: its main features and how it originated. b. A reading of a part of the Koran from Robinson's Readings. c. A questioning of pupils to see if they obtained anything from the reading. References to books were given and a map used.

Wednesday: I. A paper was assigned Tuesday for Wednesday on the main facts in the life of Mohammed.

II. One paper was read by a pupil in class.

III. Criticisms were made upon it by the pupils and additions to it.

IV. A discussion of the Koran was taken up.

V. The children then took notes from me concerning the essential features of the religion.

VI. The last few moments were spent in tracing the spread of the Mohammedan religion. Maps were used and passed around the class. The class reasoned out the natural and logical directions in which it would spread.

Thursday: I. Five minutes were allowed for opinions on the character of Mohammed.

II. The spread of Mohammedanism was next taken up. One pupil held up a map and told the class of the spread till it was checked by the battle of Tours. A few minutes were spent in a discussion of Tours and the importance of the battle. The children then reasoned out the causes.

III. Next we traced out the dismemberment of the Mohammedan Realm and the causes, bringing in the Seljukian Turks. After a discussion of the Seljukian Turks we had just begun to take up Arabian civilization, that is, its architecture, when the period closed. Pictures of art were used.

MATHEMATICS: Ten members of my class will enter High School the first of February. I am reviewing Arithmetic, teaching some subjects that have been omitted in the previous grades and reviewing subjects that the children have forgotten. This week we have worked upon compound denominations. All of the children have had some drill in the different measurements, but many of them have never had all of the common tables of measurement. This weakness is not entirely due to our own school, as over 25% of my room have entered this school in the Eighth Grade.

ENGLISH: In English Grammar the time was spent in the analysis of complex sentences. Each child has written a paper in history. In Literature the work on Julius Caesar has been continued and we have just finished

Mark Antony's speech. The play is being read to the children, after which they will study it definitely, reading it themselves. We have chosen this piece of literature because we wish to study it from the standpoint of oral reading, as well as literature.

LATIN: The class learned the forms of the second declension, neuter, and were drilled on its use in sentences. We completed the work of the second declension, studying shortened nominative forms and certain irregular forms. The reading and translation lessons which followed illustrated this grammar.

PRINTING: The list of words needed by the Third Grade was printed with one song for use in the grammar grades. The program mentioned last week has not been finished, as we had not a sufficient number of brass rulers and had to order more. Copies of the work done in printing are enclosed.

Jan. 22, 1909.

HISTORY:

The class reviewed the previous work on the spread of Moham-
medanism, the government and the tendency toward disintegration
as a result of the method of government, the Seljukian Turks and
their effect upon Arabian civilization.

Under the topic, Arabian civilization, they studied architecture,
learning, manufactures, agriculture and commerce. This was done
by means of pictures, readings, and descriptions given by pupils and
teachers who have travelled in the country.

Given the capture of Asia Minor by the Turks and this effect
upon pilgrimages and upon the people in the West, the pupils were
able to reason out one cause of the Crusades. Then the threaten-
ing attitude of the Turks toward the Greek Empire enabled them to
see how naturally Alexius appealed for aid to the Latin Empire.
Then they had two important causes of the Crusades. Since this
work they have had a lesson on the Council of Clermont, reading
selections from Urban's Address. They have summed up the causes
of the Crusades as follows:

1. The Seljukian Turks and their interference with
Pilgrimages
2. The call for aid by the Pope. *Then as minor causes*
3. The religious temper of the age, and,
4. The war-like spirit of the people.

MATHEMATICS:

The mathematics is a continuation of last week's work - Com-
pound Denominate Numbers. The pupils have worked a number of
simple problems. My purpose has been to give them sufficient drill
to enable them to command the subject, to handle the processes with
conscious ease, to think the necessary steps in solving the problem
and to formally state those steps before attempting the solution.

ENGLISH:

We have continued the work with the Complex Sentence. The
class is able to recognize at sight, noun, adverbial and adjective
clauses in sentences of ordinary difficulty. Julius Caesar has
been read to the class. In composition one short paper has been
written in history, and one other paper on Reading.

LATIN:

The class reviewed the forms of the first and second declen-
sions and used sentences requiring the agreement of adjective and
nouns in the various forms. They have learned the use of the
Passive voice, its forms in the Present Indicative and the use of
the Ablative Case to express the agent of the Passive Voice. The
reading and translation has illustrated the above rules.

IN PRINTING We have finished the program blank spoken of last week,
and have printed two songs for use in the Grammar Grades,
copies of which are enclosed.

Jan. 29, 1909.

HISTORY:

The work of the Crusades continued. Review of the causes, with statements as to the motives and privileges of the crusaders. The class made a rather detailed study of the First Crusade, the people who went on it, the route to Constantinople (Reading regarding the impression the city of Constantinople made upon them and pictures of Constantinople shown), the geography of Asia Minor, the siege of Nicea and its results. The Siege of Antioch gave opportunity for a study of natural and artificial fortifications, and mediaeval methods of warfare. The story of its capture brought out, a story of trial by ordeal thus giving a little insight into mediaeval ideas of justice. The siege and fall of Jerusalem was studied and then the results of the First Crusade summed up:

1st, the establishment of certain principalities with government patterned on feudal organization, and then the foundation of the military monkish orders, showing how they embodied the two great ideals of the period. A paper is due Monday on one of

(The Teutonic Knights
the topics: (The Hospitalers
(The Templars

The class made a map showing the routes of the crusaders, and many have prepared drawings of Pilgrims, Palmers, Knights, etc..

ENGLISH:

next The class has been studying the compound sentence this week. Every member of the class is ready to drop complex sentences, but I felt it advisable to have some review of the compound sentences by those pupils who enter High School Monday..

Each pupil has written the story of Julius Caesar as he gleaned it from the reading and we have begun the study of the play.

MATHEMATICS:

The time has been spent in reviewing Percentage and its applications. Motive, as indicated last week.

LATIN:

Reading and matter for translation based on the use of the agent of the passive voice. The drill has been of the nine pronominal adjectives.

PRINTING:

This week the boys have printed some papers for The Reporter - bills and advertising contract blanks. They have also set up and printed valentines for one of the art classes.

Feb. 5, 1909.

HISTORY:

The class reviewed results of the First Crusade, the cause of the Second, the Character of St. Bernard of Clairvaux, typical mediaeval man, the routes of Third Crusade, and its fruitless results.

They discussed Saladin, his political position, a soldier indomitable, courageous, successful, stubborn in defeat, open to artistic influence, his attempts toward friendly relations with Christians and their failure. The routes of the Crusaders were traced on a map (made by a pupil). In the siege of Acre the class first worked out its importance, then by readings, pictures and stories they were given an idea of the life of the besieged within the walls and without the walls. Mediaeval methods of warfare were again brought up by various pupils interested in the topic.

The Fourth Crusade was taken up in detail. Its cause, commercial motive taking place of the religious, and the establishment of the Latin Empire. A few minutes was spent in the teacher's telling about the minor crusades, while one child gave a short account of the Children's Crusade.

They then discussed the question why did the Crusades cease, bringing out the following:

- 1). Loss of Martial Spirit.
- 2). Interest in commerce and industry which grew out of the Crusades
- 3). Affairs of Europe absorbed attention.
- 4). Folly to attempt to hold the Holy Land.

Under results of the Crusades, these points were made:

- 1). Loss of life and property.
- 2). Political results. Feudalism weakening in France, increasing in Germany and Italy. Power of cities and growth of independence.
- 3). Social effects.
 - a. Growth of chivalry and its effect.
 - b. Desire for peace, effect of luxury
 - c. Freeing of serfs and consequent social uplift.

ENGLISH:

Both sections of the grade are studying Inflection. They began with Declension, took up the Number of Nouns and have learned the way of forming the plural of nouns. 1st, the regular formation; and, 2nd, the common irregular forms.

LATIN:

The class is reviewing the work they have had in Latin. This was rendered necessary by the absence from class (due to illness) of some of the strongest members, and because some of the weakest needed a second contact with the subject to enable them to go on with any degree of pleasure in their work. We have had some drill on predicate nouns and adjectives, position of words in the sentence, and the rules for pronunciation (as required in new words).

MATHEMATICS:

Simple work in beginning algebra, mostly to familiarize the pupils with algebraic language. The work given required the use of addition, subtraction and division, and was based upon Arith-

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PRINTING:

The class has printed valentines, the Candy Book, and songs -
samples inclosed.

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EIGHTH GRADE - MISS STILWELL

Feb. 12, 1909.

HISTORY:

As History is not on my Monday program, and the Thursday lesson period was taken by Mr. Jenkén Lloyd Jones' lecture on Lincoln, we have not covered much ground in the regular work. They studied the geography of Venice, the geographical formation of the Po valley and the depositions of the islands, the disadvantages of the city's site, its commercial advantages and the necessity for maritime trade. They read its early history and reviewed its connection with the Crusades.

MATHEMATICS:

Beginning work in Algebra. They have in learning to use algebraic language, learned to add, subtract, multiply and divide. The problems have been very simple, based on the measurement of lines and surfaces in arithmetic.

PRINTING:

The class has printed valentines, designed by the eighth grade pupils, and an invitation to the Lincoln exercises in Kent Theater.

ENGLISH:

In Grammar the class has completed the work as planned on Number. They have had two lessons on Julius Caesar, devoting one to the oral reading of the first scene of Act I. They have written a paper on the Crusades, and are writing an account of the Lincoln Memorial Exercise.

LATIN:

The emphasis in Latin has been upon the writing of Latin. Exercises have been written at home and corrected in class, and short sentences have been written in class.

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EIGHTH GRADE - MISS STILWELL.

Feb. 19, 1909.

MATHEMATICS:

The class has solved simple problems based on the square, the rectangle, the triangle and the circle, - really generalized work in Arithmetic. They have learned to use the words term, quantity, monomial and binomial.

They have had two lessons on the use of positive and negative quantities (illustrated by the thermometer in the room) and can add very readily simple quantities. Next week we shall work with the equation.

HISTORY:

We are now studying commerce and the Trade Routes of the Orient. We have reviewed the results of the crusades on commerce, found out what articles the East furnished and by what routes. These were brought to the Mediterranean. We made maps and traced all routes. The routes of redistribution from this point, the articles Europe could exchange, the extent of Venetian commerce, Venice's colonies and her rivals Genoa and Pisa were next presented.

Then we summed up geographical knowledge in 1300, studied the condition in Asia (the Mongolian conquest) and are now on the travels of the Poles.

ENGLISH:

The work has included a review of Number by the use of reading and compositions - and a study of Person and Gender, methods of formation in both nouns and pronouns.

We have written about Lincoln for the Memorial Booklet, which the Grammar Grades are preparing.

The class has used the second scene of Act I, Julius Caesar for Oral Reading. There is much interest in the subject.

LATIN:

I have attempted to make clear the use of prepositions with the accusative and the ablative cases and the complementary infinitive. The class are very well trained in putting English sentences into Latin orally, but they are still weak on the written expression, which heretofore I've not used enough. I am drilling on it now.

PRINTING:

The time this week has been spent in printing words for music and some poems needed by the second grade.

EIGHTH GRADE - MISS STILWELL

Feb. 26, 1909.

MATHEMATICS:

The class has learned something of the nature of the equation, its underlying principle; and by comparing it to a pair of scales, has found out the effect of adding, subtracting, multiplying or dividing its members by the same quantity. They have discussed its relation to their work and solved a few problems by its aid.

ENGLISH:

The Grammar class has studied case as applied to nouns, (its application to pronouns was touched upon, but we shall need more work on that point.) The pupils have used in sentences of their own composition, nouns in nominative, possessive, and objective cases, and have picked out the use of these cases in their reading matter. Some composition work has been done in connection with geography, history and cooking, and one paper has been written for the March Reporter. In oral reading we have worked on Scene II, Act I of Julius Caesar. There is little time in the week's program for oral reading, but the pupils are sufficiently interested to read aloud at home.

LATIN:

The formal work has been drill on declension of nouns (1st and second declensions) and the conjugation of the verbs in the present indicative. They have used sentences containing verbs of attitude and have spent some time both in the reading and writing of Latin.

PRINTING:

The printing class lost one lesson this week because of Professor Milliston's lecture on The Elephant. But the pupils are so much interested that practically every one made it up by working after school hours. The samples inclosed, 4, 5 & 6, complete the group of poems chosen for the second grade.

Page 1 of Mohammed and Mohammedanism is part of a history paper prepared by Lansing Warren of the 8th grade. He is setting the type and printing the article, so that it may be used for reference by the history class next year.

HISTORY:

The accurate and extensive knowledge of Asia and the proof that a sea lay east of China, which together with the fact of a sea west of Europe was to lead to the discovery of America, were brought out in connection with Marco Polo's travels. The class read from original sources and wrote a paper on Marco Polo which paper is to be printed.

The rivalry of Genoa and Venice was again touched upon and the rest of the time was spent in a study of the greatness of the city of Venice.

SPECIAL WORK:

I have not heretofore made any report of this, but it is

work that goes on in my room continually and it is in reality a part of my regular program. It consists at present of three classes.

(1) Class in Grammar. In this class are three boys who ought not to take Latin and who, extremely weak in English, need more than the regular instruction. They meet daily during the Latin period. As I am teaching, they work with my assistant Miss Feige.

(2) This class consists of 8 pupils in my entering 8th grade who came into the school late, or who for some reason or other had not been able to take the Modern Language work. It does not seem advisable to have them begin Latin now, and as I find they need it, we have arranged for them a special course in composition, spelling, etc. At present, they meet with Miss Higgins three times a week.

(3) Advanced work in Science. One pupil, Louis James, 15-1/2 years of age, peculiar, almost classed as a defective in other lines is so advanced as to be unable to work with 8th grade pupils in science. Takes High School botany.

I myself am giving special instructions to the children who are below grade in mathematics.

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EIGHTH GRADE -- MISS STILWELL:

March 5, 1909.

MATHEMATICS:

The class has worked with the equation, solving it by adding positive or negative quantities as required. This has been done in the solution of problems. Great care has been taken to bring out the relation between the members of the equation and to have each child work intelligently. I believe each one understands every step he takes. The statement of the problems has made a demand for reasoning.

HISTORY:

Work proceeded according to the following outline:

I. Breaking up of Old Routes of Trade.

A. Rise of Ottoman Turks

Their conquests

Character.

B. Result - Northern routes to Orient cut off.

Venice turns to southern sea route.

C. Turkish conquests spread to southeast Mediterranean after fall of Constantinople.

Venice gradually reduced in territory.

II. Discovery of New Routes.

A. Increased demands of Europe for goods from Orient.

B. Discovery of new ocean routes around Africa by Portuguese. (The compass was explained by a boy who brought in specimens of lodestone and compass).

C. Decline of Venice commercially - continued leadership in culture (Stereopticon pictures on Venice).

D. Discovery of America.

Part played by Italians in explorations and discoveries.

III. Selections were read to illustrate the glory of Venice and the greatness of the cities with which she traded.

ENGLISH:

Case is the subject in Grammar. Sentences have been studied with a view to finding the relation between the parts of the sentence. The nouns and pronouns have been inflected.

In Oral Reading we have worked on Act I, Scene II dwelling on the long speeches of Cassius. The reading is spirited and the desire to read the parts orally to the class has brought about much study of the text.

LATIN:

The class had two lessons on passive voice and the use of the ablative to express the agent of the passive voice.

They reviewed the Pronominal Adjectives and are analyzing and reading Latin sentences to illustrate their use.

PRINTING:

Two pages of stories written by second grade children, The List of Standing Com., and a Job Card have been printed this week. Samples inclosed.

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EIGHTH GRADE - MISS STILWELL.

Mar. 12, 1909.

HISTORY:

We are now working on Ancient and Mediaeval Books.

The class discussed ancient methods of communication, i. e. speech of the Druids, picture-writing, etc. They reported on the various materials of which books have been made, (a) tiles and brick impressed while soft with a stamp, (b) tables of stone, wood, shells, (c) leaves and inner bark of trees, (d) tablets of lead, iron, brass, copper, ivory, (e) wax tablets, (f) paper - made from papyrus, (g) paper from cotton, linen, wood pulp, etc.

Different pupils reported on different topics. The room is fortunate in having two pupils whose fathers are large paper dealers or publishers in the class. They secured and gave us much valuable information and added to the general interest.

The class studied the instruments of writing, such as chisel, stylus, calamus or reed of wood or metal, quill, brush, scalpel, rule and compass, charcoal, different colored clays, inks of various kinds, e. g. cuttle fish, graphite and glue. The invention of printing and bookbinding was touched upon, the members of the class to report upon either one or the other next week.

MATHEMATICS:

The method of subtracting in algebra was explained by the rise of the thermometer and some work done in plotting the graph of the equation.

ORAL READING:

The class is now studying Act II, Scene II, Julius Caesar, rather from the standpoint of literature than oral expression. Some passages are read orally.

Composition work has been done in connection with history.

The work in GRAMMAR has been a continued study of case. The lower division have had some extra work on sentences.

LATIN:

Continuation of last week's work - in the use of sentences containing Pronominal Adjectives. We had one lesson on the Imperative Mode.

PRINTING:

The class have printed the rest of the second grade stories. Lansing Warren has printed another page of the Mohammed paper, while Edward Ford set up and printed a card for his mother's birthday.

Samples and a copy of The March Reporter are inclosed.

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EIGHTH GRADE - MISS STILWELL.

March 19, 1909.

MATHEMATICS:

Work has been a study of conditions as presented in simple problems - practice in seeing and stating conditions. Then the solving of the equation by either adding or subtracting equal quantities to both members. I've not taught transposition yet, because this class seems so content to use a "rule of thumb" without inquiring the reason.

ENGLISH:

The work on Julius Caesar continues.

We reviewed the work in grammar on the Inflection of Nouns and Pronouns, to be ready to begin verbs next quarter. The class wrote papers for The Reporter and prepared a Morning Exercise on Scotland.

HISTORY:

Printing and Book-binding.

1. Binding of Books (Steps)
 - a. Original leaves, bark or papyrus fastened together.
 - b. Rolls (oldest form in existence)
 - c. Parchment or papyrus leaves sewed with vellum.
 - d. Boards covered with various materials.
 - e. Boards of metal or ivory.
 - f. More modern.
 - g. End of fifteenth century (Mosaic of different colored leathers).
2. Illuminating Books.
Various schools.
3. Invention of Printing.
Early methods - Guttenberg.

LATIN:

Sentences read and translated. In these the class have used the Imperative Mode (1st and 2nd conjugations), active and passive, the present infinitive, active and passive, the intensive pronoun, ipse, and the personal pronoun as subject.

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EIGHTH GRADE -- MISS STILWELL.

April 2, 1909.

MATHEMATICS:

The class worked problems involving equations and had some work in subtraction. They are able to do this easily and readily.

ENGLISH:

Julius Caesar continued with some reading orally. In grammar the class began the inflection of verbs. They have learned person, number and tense. Verbs were presented as an act in progress or an act completed, in time either past, present or future. The class conjugated a number of verbs.

HISTORY:

The class spent one morning in the Newberry Library examining the manuscripts. They paid special attention to the Korean, the Greek and Latin illuminated manuscripts, the altar books and chain, specimens of bookbinding early and modern, early examples of printing (1644) and the William Morris books. They also saw books on palm leaves, on wood, Chinese and Japanese rolls, etc.

They summed up the results of the excursion in a morning exercise for the Grammar Grades.

They looked up at home the life in a Monastery, and I read to them Aldrich's poem Friar Jerome and His Beautiful Book.

LATIN:

We had but three lessons last week, owing to the party. These lessons were used in reading and writing Latin, to illustrate the use of the infinitive and the imperative mood.

PRINTING:

No report was made for week ending March 19th. In the last two weeks we have printed lists of words for the third grade, some songs, an Easter card, some recipes for the first grade and "Tintern Abbey".

SOME RESULTS OF OUR TEACHING OF WRITING.
Given at Faculty Meeting, March 8, 1909 by Miss Stilwell

As several classes had no writing at the hours I was free to visit, my examination has not been complete. But from the observations I have made and from the various teachers' reports, the work seems to be rather unsatisfactory. The program allots no time to the teaching of writing, but for all that writing is practiced in every grade and penmanship to some extent taught. Many individual pupils in the school write rapidly and well. In some grades, the work has reached what seems to be the standard for that grade. But although satisfactory work is done here and there, spots of success alternate with failure, because whatever is being done is individual, and we have not as a faculty any working hypothesis, any well-planned method of attack. We have not, therefore, such results as would arise from a unified system of teaching writing.

The situation is on the whole open to criticism and I am moved to discuss the subject rather from what ought to be, than from what actually exists. I believe the time is ripe for this discussion. Many of us are studying the various methods of practice and their underlying assumptions, trying to discover some basic principle. Many are observing and reflecting upon the time and order of the child's development. Can we not now bring together for analysis and criticism our observations and conclusions, and out of them construct a scheme of work which shall serve as a basis for more study and further reconstruction? I believe the point of attack is on the functional side. Why do we write? Why do we teach children to write? What is the purpose of writing?

Two views of the function of language are current - the one, that of self-expression, is individual, while the other is social and regards language as a means of communication. The emphasis in the past has been largely upon the individual side, but with the modern idea of the school as a social organization has come a more general recognition of the communicatory element. In ~~our~~ modern thought the two are not separate, they are complementary. One does not exist without the other. Under proper conditions, when this dual nature is recognized in practice as well as theory, when the balance is maintained between these two aspects, the child likes to write. But it is I think the social idea that appeals to him. And perhaps one difficulty in our work has been over-emphasis in the past upon the individual aspect of written language. I may be mistaken in the notion, but I do not remember in my experience to have met with a single instance of a pupil who wrote merely for his own satisfaction.

Writing is a potent means of education. The expression of an activity is not necessarily educative, for growth results only when the impulsive activity is checked - is held up for further co-ordination and control. Writing retards immediate expression. Its function is to organize as well as to express thought.

The pre-requisites to writing are, on the one hand something to say, on the other a motive for saying it. The very act of writing should be the evidence of a preceding act. One has observed, he has compared, he has reflected. His writing should

be the intrinsic expression of this thought. The best expression, the highest mental effort, comes when the writing is determined by the occasion that calls it forth, and by the person or persons for whom it is intended. The initiative should be with the writer. All this you say applies to written language. What is its relation to penmanship? Just this. Writing is a means to an end, not an end in itself. The simplest writing forms should be used. They are to be mastered only for the sake of the content. Write, not for drill in penmanship, or even for drill in composition; not to acquire ability to express thought, but to express thought. For, "Education becomes real in proportion as the student learns things because he needs them."

A strong motive overcomes the difficulty of accomplishment. Penmanship is a relatively simple thing, and a strong impulse to write enables the pupil quickly and easily to learn the forms and control the movements necessary to this end. What we aim at in penmanship, what this school should achieve is automatic writing; for so long as the attention is centered on the process, writing is not an expression of thought.

Ease is an absolute necessity to good writing, for tension of muscle hinders motor discharge. The body is the agent through which the mind expresses itself, and only where there is perfect freedom and perfect control of the medium of expression can the mind act fully.

I believe in rapid movement in writing - not that all children should write at a uniform rate, nor that rapidity should always be the chief consideration, but in learning to write as in learning to ride a bicycle, one can more easily control a relatively rapid movement than a slow one. A rapid movement produces a smooth line. Rapid thinking demands rapid movement for its expression. The writing must be legible, or it fails as a medium of communication. I have named the requisites to good penmanship in what I believe to be the important order of their development, ease, rapidity, legibility - though in actual practice, they cannot be separated. The best expression is not possible without the first two. Secure them, legibility will follow, and these will meet the final test, endurance.

I have seen a child imitating his elders in letter-writing. It was imitation, blind, non-rational. But the freedom and fearlessness he displayed is what we want to keep in the later self-directed writing of our pupils.

The pupil should have at all times good legible writing set before him. He very soon gets the fundamental form of a letter in his mind. His failure to make it is not so much due to an imperfect image as to the lack of co-ordination in his movements. While there is some question as to the order of development, the preponderance of evidence indicates that in the brain the larger muscles are co-ordinated before the smaller. That is, the order of development of control is body, shoulder, arm, forearm, hand. Hancock's experiments seem to prove that the finger control developed about 9 years of age. This points to large, free movements at the blackboard as the proper beginning. The use of a pen is certainly more fatiguing to a young child than crayon and blackboard. And the correct forms of letters are more easily learned when the writing is large.

Page on writing

I do not know at what age or in what grade the child can make the transition from blackboard to paper, but it is more easily made by way of a slanting desk than a flat table. The time of transition depends upon the individual child, but at this point I see a possible danger from over-emphasis upon form. I've a notion that the fundamental form should be learned at the blackboard, and when the child begins to write upon paper the attention of both teacher and pupil should be upon position and movement. The teacher should help to discover in what position and by what movement the child can secure the result he wishes. A rather large free hand which can be read is as much as we ought to demand from a young child. Precision at this stage means over-fatigue. Any system of penmanship that produces good writing in the second and third grades and bad form in the seventh and eighth grades is not the correct system. The movement should improve, skill should increase from grade to grade. The more one writes, the better he should write. The best form and movement should be in the higher grades.

In lecturing to an audience upon some sociological topic, Graham Taylor once said, "If you're not going to do something about it, I wish you hadn't heard this lecture."

Although the five minutes allotted me have passed, I cannot stop without repeating his words.

Can we not rearrange our programs, so that we devote twenty minutes a day during the spring quarter to this, the weakest phase of our work? A good position at the desk, correct and easy holding of the pen, relaxed muscles, correct movement with coarse pen and good ink, are the points of emphasis - Gymnastic drills help the child to control his movements, but correct position is the key. Through gymnastic drills with and without the pen the proper movements, the right co-ordinations can be established.

The problem of right belongs to the primary teachers, for twenty minutes a day correct practice through the first five grades is enough to establish the habit of good writing.

Somewhere, sometime our teaching should stop, and the learning should go on with the child as his own teacher. Then in the grammar grades, there'd be no problem of penmanship. At present, there are two, requiring double time for their solution, - one, the breaking up of old (wrong) co-ordinations, the other, the establishing of new ones.

April 9, 1909.

MATHEMATICS:

We had one review lesson on subtraction, then one lesson on the lever, out of which grew an explanation of the method of multiplication in algebra. This was followed by working of a number of examples. Two lessons were given to a review of fractions (fractional units). In the addition and subtraction of fractions, first arithmetical, then algebraic, problems were solved; e.g.

$$\frac{a}{b} + \frac{a}{c} = \frac{a(c+b)}{bc}$$

This insures a review of fractions, together with practice in multiplication.

ENGLISH:

In oral reading the work on Julius Caesar is continued. In grammar, the class learned the principal parts of verbs and why these are principal parts. Then principal parts of verbs were given, and the class conjugated some and gave synopses of others. They have begun the study of participles and infinitives. They are now writing a paper for the May Reporter. A copy of the April Reporter is enclosed.

HISTORY:

One lesson period in history was used by Miss Richards, the bookbinding teacher, who at my request talked to the entire eighth grade on the history of bookbinding. We began the study of the guild system of the middle ages.

Guild System of the Middle Ages.

(Compare with modern Labor Union).

I. Kinds of Guilds.

1. Town Guilds:

- a. Why they came into existence? origin and cause?
- b. membership
- c. functions and qualities, and duties.

2. Merchant Guild:

- a. origin, why they became oppressive?
- b. membership
- c. duties - why the craftsmen rebelled?

3. Craft Guilds

- a. why they came into existence
- b. membership (see organization)
- c. duties

LATIN:

The work in grammar consisted of the forms of the imperfect indicative active, the demonstrative pronoun "ille" and its use as an adjective; the use of pronouns as adjectives, as substantives, and some study of clauses and phrases. The reading and translation emphasized the above points.

PRINTING:

The class in printing ~~have~~^{has} finished but one piece of work, an Easter card for the primary grades. A great deal of work has been done, however, in typesetting, and preparing to print a letterhead for the Reporter, reading lessons in eighth grade history, and a fairy booklet which we are preparing to print later.

April 16, 1909.

MATHEMATICS:

The review of fractions continued, including the adding and subtracting of fractions having the same numerators, and fractions having different numerators. This was followed by multiplication and division of fractions. The class, through the problems worked, learned the reason for the inversion of the divisor in dividing one fraction by another.

In all the subjects presented, the work was given first arithmetically and then algebraically. The aim in the work was (a) a review of fractions, including the writing of rules for the various processes called for; (b) drill in seeing the end of a problem from its beginning and stating it as an equation; (c) practice in multiplication in algebra.

ENGLISH:

The class are studying the "Quarrel Scene" in Julius Caesar. This is proving to be good material for drill in oral reading.

We have begun the study of *Schneeb* and *Rustum* by Matthew Arnold.

The verb is the subject in Grammar, and the time has been spent in studying infinitives and participles.

HISTORY:

We have read and discussed the subject of Guilds. So few good books are available that different pupils read and reported on one author. Then we summed up the points thus presented.

The special topic of Organization was outlined as follows:

1. Apprentices - by indenture.

Agreement between whom?

Obligation of contracting parties.

Number of years' service.

Number of apprentices a master could have.

2. Journeymen.

Origin of name.

Number of years' service - wages.

Number of journeymen a master could employ.

Relations that existed between master and journeymen.

3. Master

Of what?

Privileges - Freedom of trade, of the town.

Power? abuse of, etc.

LATIN:

We had but three lessons as one period was taken by the Gym. We reviewed the imperfect, indicative active and learned the forms of the passive, and the declension of the determinative pronoun is. The reading and translation was based on the above. The last month has marked an improvement in reading. They are able to read much more in a given time now than last quarter.

PRINTING:

A reading lesson on Marco Polo, written by an Eighth Grade pupil, and a record card for the Manual Training work has been finished. Some other copy was set and is ready for the press.

EIGHTH GRADE -- MISS STILWELL.

April 23, 1909.

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MATHEMATICS:

A review of all the work done in algebra. This was brought about through problems whose solution depended upon the previous work. A sufficient number and variety were given to include all the processes that have been used.

ENGLISH:

Julius Caesar continued. Both classes have had Arnold's "Sohrab and Rustum" read to them and have begun to study and read it in class.

GRAMMAR:

Voice and the conjugation of weak and strong verbs were taken up. The class has now gone over the subject of verbs in a systematic manner. It will be necessary to spend at least two weeks more on this subject to fasten the points presented.

HISTORY:

The topic of the week was the characteristics of the guilds. The points brought out were: the police system, the fraternal order, the insurance system and the religious fraternity. Each pupil read as many reference books as he could - and then classified the information thus secured, under the above topics. The bibliography furnished the class is enclosed. Many pictures were used, that is, of the guild halls, church of "Or San Michele" in Florence, etc.

PENMANSHIP has been taking about one hour per week in this grade this quarter. We use muscular movement. Almost every child in the room is able to control his movement, the papers are neat and the form is beginning to improve.

LATIN:

The class learned the conjugation of the future indicative, active, the declension of the pronoun "idem", and the declension plural of "ego" and "tu". Sentences were used to illustrate the uses of the future tense and the conditional and principal clauses.

PRINTING:

The class printed Coleridge's "Kubla Khan", a cover for manual training note books, and an article written by Mr. Jackman.

April 30, 1909.

MATHEMATICS:

Two lessons consisted of fractional equations. In the solution of these I taught transposition. The remaining lessons were drill lessons, miscellaneous examples in addition, subtraction and multiplication.

ENGLISH:

Miss Fleming took the advanced class in Oral Reading this week and that left me free to work with a practice student who is teaching Literature - *Sohrab and Rustum* to my beginning eighth grade class. The class analyzed the character of Rustum, proving all their statements by the oral reading of the text. The work was spirited, interesting the entire class. In English Grammar one lesson was used in summarizing the work we have done on verbs. Then from a list of sentences assigned the class selected the verbs and parsed them.

HISTORY:

The class concluded the subject of Guilds by summing up their knowledge in writing. This is the longest paper they have attempted this year. I read two of the best in class and criticised them from the standpoint of accuracy of statements, organization of material and adequacy of treatment of the subject. A visit was made to a Guildroom, *part of an exhibit of 1893.*

After I had corrected each paper (as an English theme) they were rewritten by the pupils.

We are now studying the mediaeval city - using Nuremberg as a type. We first read Longfellow's poem as an introduction to the subject, and then gleaned what we could from a map I had made on the blackboard. Reference readings on the German city have been assigned.

LATIN:

The form work consisted of the usual review and the learning of the conjugation of the indicative passive and the declension of the determinative pronoun hic. The reading lessons emphasized the use of hic, iste, ille, and is, as "Personal Pronouns".

PRINTING:

The class is printing a booklet of Fairy Lyrics for use in the primary grades, and others are working on an article on German cities to be used in their history work.

Wm. J. K.
EIGHTH GRADE -- MISS STILWELL

May 7, 1909.

LATIN:

The class began the third conjugation, learned the present indicative and the present imperative, active and passive. They had four ways of asking "yes" or "no" questions and reading and translation lessons covering the above. They have had one lesson on the fourth conjugation, with a review of the other three.

MATHEMATICS:

The pupils take a new mathematical subject easily, think it out and seem to understand it. They work the examples readily and quickly. But in a few weeks they have forgotten it, and when presented again, to some of them it is as a new thing. So I am doing a great deal of drill work. This week the pupils have solved equations by the use of transposition; Every lesson has included one or two problems and examples requiring the fundamental processes, addition, subtraction and multiplication.

ENGLISH:

The class parsed verbs two lessons, and wrote papers for the June Reporter.

Miss Fleming continued the work in oral reading. The literature is *Sorah* and *Rustum*.

HISTORY:

The class discussed the plan of a mediaeval city, after they had read a number of assigned references. They studied Nuremberg, from Longfellow's poem, pictures and stories - of visits made by family or friends. They took up its history, and are making maps showing its relation to the trade and commerce of the Middle Ages.

PRINTING:

The class has worked on the Fairy Lyrics, which will require two weeks longer for its completion.

EIGHTH GRADE -- MISS STILWELL.

May 14, 1909.

MATHEMATICS:

Some work was done on triangles - finding areas, and proving the sum of the three angles. Some practice was given in reading problems, and stating the method of solution, without actually going through the process.

HISTORY:

I. The commercial importance of Nuremberg. Its central position between the Hanseatic League on the North and Venice on the south. Regions controlled by these; products, manufactures, etc. Commercial routes.

The relation of Nuremberg and the Swabian League to commercial centers - Geog.: the Rhine, the Danube, the Brenner Pass, etc.
II. The history and government of the city of Nuremberg.

The castle, right of market, free city of empire. Effect of the discovery of the sea route to India and the conquest of Egypt by the Turks upon Nuremberg. Nuremberg in the Thirty Years War.

Government: Emperor, Burggraf, mayor, council, guilds.

ENGLISH:

The grammar lessons have been the parsing of verbs.

The class has been divided into three sections for the study of literature. One division is reading Sorab and Rustum, one is studying Julius Caesar with a view to presenting a part of it at a Morning Exercise, and the third division, which consists of the poor readers, are working with Miss Fleming.

LATIN:

The fourth conjugation, and the third conjugation verbs in io, present, indicative, active and passive have been learned; and the four conjugations compared. The form work also included the declension of the relative and interrogative pronouns, qui and quis.

The reading and translation was a study of the complex sentence. The Latin grammar is constantly compared with the English grammar they are learning.

PRINTING:

The entire time has been spent on the Fairy Lyrics. I have been experimenting somewhat with this work. In February I chose some pupils for this class who were extremely weak in English. Already the improvement is marked. One boy in particular who could not write two consecutive sentences wrote this week a clear, concise paper of a page and a half. He had mis-spelled eight words, but his capitals, punctuation and paragraphing were correct.

EIGHTH GRADE -- MISS STILWELL.

May 21, 1909.

MATHEMATICS:

The class solved problems which consisted of finding the value of the angles made by two intersecting straight lines. In addition to this, the reading of problems and stating the method of solution and the solving of review problems was continued.

HISTORY:

The art of Nuremberg's craftsmen. Albert Dürer, Adam Kraft, Peter Visscher, Veit Stoss and Hans Sachs were studied, different pupils reporting upon different men. Photographs of the churches of St. Lawrence and St. Sebald, the house of Dürer, some of his pictures, Kraft's Pix and Passion sculptures, the shrine of St. Sebald, and Stoss' Angel Greeting were shown in the class. The stories of the Minnesingers and the Meistersingers were told; the pupils getting their information from books. Lists of references were given them.

The following conclusions were drawn:

Commerce brought wealth. Wealth made it possible for the rich to employ artisans. Every guild or society, each brotherhood wished to have its own monument to the honor of God - either a picture, a statue, a stained glass window or an altar. The churches became museums of Biblical history. The public buildings and houses of the rich were almost art galleries. The men who did the work were plain humble citizens, belonging to the city guilds. Nuremberg's success was based on thorough training and it was the guild system which made this possible.

ENGLISH:

The class completed the work on Verbs as planned. The pupils seemed to enjoy it, were pleased to discover the similarity between the English grammar and the Latin, French and German grammar and I believe have a fair understanding of the subject.

The class work in the literature which we have been studying closes now. The section which is planning to give Julius Caesar is working on it after school. Parts have been assigned.

LATIN:

Drill on the use of the interrogative as a substantive and as an adjective. Declension of quicumque and quidam. Comparison of the present, imperative of all the conjugations. The sentences used illustrated the above points in grammar, and also afforded an opportunity for the study of the relative clause.

PRINTING:

The class completed printing Fairy Lyrics, with the exception of the title which is to be inserted after the books are bound by the bookbinding class. The class assisted in printing the list of spelling lessons. They have distributed all the type used and cleaned up the shop preparatory to beginning new work.

GENERAL:

The work in penmanship continues and a special point is now being made of spelling. A list of 2000 words chosen from their work has been printed and the pupils are preparing for a spelling contest on these words. Oral spelling is a departure, but I've been doing much work on written spelling in the compositions. I never accept a paper that contains a misspelled word. This training now shows ~~and~~ most of the advanced eighth grade pupils are able to write quite long papers free from errors in spelling, capitals, paragraphing and glaring errors in sentence structure. Next year I shall keep a list of all misspelled words in the grade, print it and drill upon that list.

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EIGHTH GRADE -- MISS STILWELL.

May 28, 1909.

HISTORY:

The general topic The Art of the Middle Ages began in the study of the architecture. The basilica as the form of the early church. The Romanesque a natural outgrowth of this.

The subject was presented by the teacher who explained it and drew plans on the blackboard. The following points were noted: nave, aisles, choir, transepts, facade, porch, apse, crypt, buttresses, pleincentres,. General plan in form of a cross. All points as presented were illustrated by pictures of European cathedrals. Two lesson periods were given to the above topic, one to a written exercise, and one to a lecture by Prof. Fairchild on "What I Shall Do when I'm Grown up."

ENGLISH:

Grammar. Topic, comparison of adjectives and adverbs. We reviewed the general subject of adjectives and adverbs which the class had studied last semester, emphasizing on the review the classes of adjectives and adverbs, and taking up as a new point the method of inflecting them. The class was then drilled in this by passing some words chosen from a list of sentences in the grammars.

Composition. Each pupil wrote one article for the June Reporter which is to be an eighth grade number. In addition, many attempted a school song, a piece of work upon which all grammar grades are engaged. The work in literature, continued.

LATIN:

Imperfect indicative, active and passive, third and fourth conjugations.

Indefinite pronouns, quisquam.

Distributive " quisque.

Genitive of the whole.

Sentences used to illustrate above. Also the use of the ablative to express the whole to which a part belongs.

MATHEMATICS:

The work on angles continued, with additional work on finding the sum of the angles of polygons, quadrilaterals, pentagons, hexagons and octagons. About half the time has been spent in review.

PRINTING:

The class assisted in printing a program of the Memorial Exercise and printed the headings for the Visitors' Register. One boy is printing some poems for his father and the others are at work on eighth grade history reading on German cities. We had to do a part of this last work the second time as the boys began it in type too small for easy reading. I think in our reading lessons we have made the lines too long. I did not realize early in the year that a long line was the factor it is in causing fatigue. In future printing the size of type and the length of the line will be considered with reference to fatigue.

EIGHTH GRADE -- MISS STILWELL.

June 4, 1909.

ENGLISH:

Grammar. This week has been spent on the unusual forms of syntax. The forms have previously appeared in connection with the composition work. But it seemed to me a good plan to sum them up. Besides there is the added advantage of knowing where to find these rules when they are needed.

I have now covered all the grammar work as planned for the year and shall spend the next two weeks on review. I've gone over the ground slowly, aiming to make each topic clear to the class, to present just those things the pupils felt the need of, but at the same time to put before them the entire subject.

HISTORY:

The work on architecture continued. Special subject, Gothic Architecture. General plan of church same as Romanesque. Round arcades, replaced by points (*ogives*). Effect of this upon style of building - e.g. height of naves, light slender columns, flying buttresses, wall in Romanesque - windows in Gothic - Mural painting in Romanesque and stained glass in Gothic. Stone sculptures - foliage of native plants, statues of saints, gargoyles, figures on tombs.

The work was illustrated by stereopticon pictures of the great cathedrals of Europe.

MATHEMATICS:

The class has been finding the sum of the exterior angles of regular polygons, and reviewing last week's work.

Mr. Gillet has used a part of the geography period in teaching square root.

LATIN:

The future indicative active and passive, third and fourth conjugations. The indefinite pronoun *aliquis*, the Objective Genitive.

Inflection of Personal and Reflexive pronouns. Illustration by use in reading and writing.

PRINTING:

The class has printed a card for Miss Fleming, completed about half the article on German Cities and has set up the copy for the College Class Exercises. Samples inclosed.

EIGHTH GRADE -- MISS STILWELL.

June 11, 1909.

HISTORY:

Stereopticon pictures of different styles of architecture. Florence, typical medieval city. Its position on the line of trade. Its history. Its art and architecture. Santa Maria Novella compared with Santa Croce. The Duomo Giotto and the Campanile. The subject to be continued and further illustrated by pictures.

ENGLISH:

Grammar. Review of the sentence, its divisions, the subject and its modifier, the predicate and its modifier, the uses of the sentence and its various forms. The class analyzed simple, complex and compound sentences. One lesson was planned by the pupils, each member of the class bringing in his difficulties, which were explained either by his classmates or by myself.

MATHEMATICS:

The work has been on mensuration problems; finding areas, angles and sides of plane surfaces. With Mr. Gillet they are working on square root.

LATIN:

I closed the work with the Latin class this week. The weaker pupils are using the time on English. I find by two weeks' extra attention to the stronger pupils, I can prepare them to join the High School midyear class. Thus they will receive credit for a half year's High School work in Latin. We are reviewing the formal work, learning the perfect tenses, and giving the principal parts of the verbs.

PRINTING:

The article on German cities complete. Denver exhibit, an excursion notice to parents, and an order-card for the wood department printed this week. Unless some important work is needed to be done for the school, we shall do no more printing, but we shall use the week in putting the shop in order.