

Jan. 8, 1909.

LITERATURE:

"The Merry Adventures of Robin Hood" - a continuation of work of previous week, reading for the story, the spirit of the times of Robin Hood, the pleasure of the story for the children, more as literature than as formal study. Purpose: dramatization later of parts of it.

ARITHMETIC: Work in denominate numbers, the reduction of rods to feet. Development of work through actual measurement of school-room floor in rods, drill problems to fix in mind the process.

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GEOGRAPHY: AND NATURE STUDY: Division 1: The great central region of North America, the prairies and forests, bison or buffalo a type animal of prairies. Division 2: The Great Northern Forest Belt of North America, beaver a type animal. Purpose: Through interest in the animals to awaken interest in environment of animals.

HISTORY: Continuation of Colonial history, the study of home life, the houses, furnishings, food, schools of early New England people.

FIFTH GRADE, MISS McCLELLAN

Jan. 15, 1909.

LITERATURE: Continuation of Robin Hood. Reading of the story. Whenever a point comes up which needs explanation, history of the times is discussed, new words are defined.

ARITHMETIC: Denominate numbers, the mile with its equivalents in rods, yards and feet. An effort is made, not only that the principle may be understood, but that the formal statement of the problem may be understood, and accuracy in process is striven for.

GEOGRAPHY: Division 1: The Great Appalachian forest region, the study has been to show the great diversity of animals having practically the same topographical environment, but very different climatic conditions. The work is as much to develop interest in outside reading as for the subject matter itself.

Division 2: The study of the beaver completed, with the beaver as type of fur-bearing animals, the development will lead into the great fur trade of the Northwest in North America. This will be touched upon lightly.

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Remarks. A reading list of supplementary reading for the Fifth Grade has been prepared, and has been placed in the hands of every parent. It is found that the parents are co-operating well in supplying these books to the children to read, and much outside reading is being done along this line of work as evidenced by recitation work. In addition the map reading is being developed on every occasion necessary.

HISTORY: The study is still of the life of Colonial times, from the general development of last week. The same topics have been studied in detail, especially the houses, furnishings, food, table furnishings, school life of Colonial children, church and religions.

Remarks. It has been found that the interest aroused by the daily life of the New England people has led to much outside reading on these subjects. Here again the parents are co-operating by furnishing materials which are found most helpful.

CURRENT EVENTS: In Current Events the past two weeks the main topic for discussion has been the Italian earthquake. Through this interesting topic we have done much Atlas work, have discussed in a very general way earthquakes, causes and results and volcanoes.

Remarks. A great interest is being aroused through the Current Events in the events of the world outside of the school and home.

Jan. 22, 1909.

LITERATURE:

Robin Hood! Continuation of the story. Subject matter used this week as basis for written work. Pupils are so interested in the story and understand it so thoroughly that their papers were unusually good, with respect to spontaneity, expression and accuracy of statement. Some few pupils asked to be allowed to write poems instead of short accounts. The results were excellent.

ARITHMETIC:

The work of this week was a continuation of last week's work, denominate numbers, the aim being principally for rapid, accurate work, changing from one denomination to the other. A diagram has been used representing streets and city blocks. It was found how many north and south blocks make a mile, how many east and west blocks make a mile, north and south blocks being 40 rods in length, east and west blocks 32 rods. It was then found out that almost all city blocks, including those of Chicago, are longer on one dimension than the other.

GEOGRAPHY--DIVISION I:

During the absence of a Nature Study teacher, the Geography and the Nature Study are being carried along together. This week the pupils gave individual reports of the animals inhabiting the Appalachian forest regions. In themain the reports were very good, although not consecutive in description. The children were made conscious of the fact that their reports needed questioning to bring out all of the points they had found. They feel that at another time they will be able to organize their material better so that they will need less help in the shape of questions. They were interested enough in their research work to bring in pictures of the particular animals they were studying.

DIVISION II:

With the beaver and his animal neighbors as an interesting background, the children worked out the great physical divisions of North America from the Atlantic Ocean to the Pacific Ocean through the forest belt, bringing out the comparative heights of the Appalachian Mountains and the Rocky Mountains, with the Great Central Plain between, diversified as it is by hills. In addition, they compared the Cordillera of Canada with the Cordillera of the United States which they had had before, and were interested to find the narrowness of the ranges in Canada as compared with the wide expanse of the Great Basin bordered by mountains. In finding distances the scale of miles was used. This was not new, simply review.

HISTORY, GROUP I:

A practice teacher is doing work with this group, developing the Virginia Colony. The work this week has been mainly the background of conditions in England, leading up to the settlement of Virginia.

GROUP II: The Colonial history completed. All the last points were taken up and an effort was made to have the work in its entirety. Written papers were asked for dealing with certain phases of the home life of Colony days.

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SPELLING:

Spelling is so necessary that the children have been asked to come at ten minutes before nine in order that a daily spelling lesson may be given. The lessons this week have been the spelling of the States of the United States. The Atlas has been used in connection with the spelling, in order that the children may know where the States are located whose names they are spelling.

SUGGESTIONS:

I feel hampered by lack of time. I wish it were possible to have five recitations a week in each subject, instead of four; to have time in the program for systematic work in spelling.

Jan. 29, 1909.

LITERATURE:

Continuation of "Robin Hood". Owing to an attack of laryngitis on the part of the teacher, the work of last week was much unsettled, being carried on by the other teachers who came in and took up the work as best they could.

ARITHMETIC:

Beginnings of long division. Long division should have been developed long before this, but it was found the children were not only weak in their ability to reason, but actually deficient in the use of the tables, consequently the effort up to this time has been to give accuracy and speed in addition, subtraction, multiplication and short division.

The continuation of work in denominate numbers, as well.

HISTORY:

Group 1 - The start of the Virginia Colony for America.

The provisioning, outfitting and formal start.

Group 2 - Work begun by a practice teacher. The history will cover the same subject matter as is being developed in Group 1. The first week was taken up in developing economic conditions, in England, necessitating an exodus, or perhaps stimulating to a movement to a new world.

The practice work is done entirely under the supervision of the room teacher whose care it is to see that the best interests of the children are safeguarded, and that the proper conditions are furnished for most efficient work on the part of the practice teacher, in the way of discipline, suggestions, etc.

GEOGRAPHY:

Group 1 - Leaving the Appalachian forest region, the movement has been westward on to the Cumberland Plateau. Here it was necessary for a proper understanding of the habits of the animals inhabiting this region to develop the topography of the plateau. In this connection was worked out the formation of valleys through the erosion of running water. As far as possible the children's own experience was brought into requisition, supplemented by a visit to the wet laboratory in the basement, where in a few minutes on the sand pile the children were shown the actual development of valleys by the action of running water, as well as the depositional effects of running water.

Group 2 - The Geography periods of this group were used to bring up some history work which had been crowded out at other times. Since the history as developed has been so largely from a Geographical basis, it was felt that this was not taking an undue proportion of time for history.

FIFTH GRADE - MISS McCLELLAN

Feb. 5, 1909.

LITERATURE:

"Robin Hood". More class discussion this week. A question of ethics came up. The pupils discussed the matter and it was interesting to notice that the majority of the class condemned Robin Hood for what they considered cowardly behavior. This was gratifying inasmuch as he is to them a most wonderful character who appears to them in the guise of a hero.

ARITHMETIC:

More attention was paid this week to the statement of problems which they had already thought out than has been done heretofore. The use of diagrams to illustrate problems seemed to impress them as important, perhaps for the first time. It seems to me that their progress is not as rapid as it should be.

HISTORY:

The work in both groups is in the hands of practice teachers

Group I: The reasons for selecting a site for settlement in the new world were worked out this week.

Group II: The preparation for the voyage to the new world was taken up. The work in this group is not as satisfactory as that in Group I.

GEOGRAPHY:

Group I: The blue grass region of Kentucky, topography, soil, products, animal as well as vegetable.

Group II: The Geography time has been used in perfecting an entertainment for the morning exercises which occurs Monday, Feb. 8th.

Feb. 12, 1909.

LITERATURE:

Robin Hood. Class discussion of background of story as evidenced in manner of living. The English castle of the time with battlements, moats, drawbridges and wince cellars gave them a background for the visit of Sir Richard of the Lea to the Priory of Emnet.

ARITHMETIC:

Long division continued. Many drill problems, aiming at accuracy and speed. The use of the diagram in representing forms, and the working out of the use of the scale to the diagram when not given in the problem. Especial attention was given to the placing of the diagram on the paper, and the necessity of making the problems not only accurate in statement and form and result, but also of making the appearance of the paper beautiful. This takes time, but to me is a very necessary part of any work.

GEOGRAPHY:

Owing to the vacation on Friday and the Lincoln's Day exercises on Thursday, there were only two recitations in Geography during the week.

Division I: The Kentucky region was discussed more in detail, and the causes of the open glades and prairies discussed. In connection with this work more supplementary reading is given, the object being to give the children a definite picture of the country with its animal inhabitants.

Division II: The great divisions of the United States brought up again as the background for the animals of the next belt south of the Great Forest Belt. These great divisions were taken up much more in detail, resolving themselves into the Atlantic Coastal Plain, the Appalachian Mountains, the Great Central Plain, the Rocky Mountains, the Great Basin and the Pacific Slope. In this part of the United States as in Canada, it was shown that the Eastern high land is low as compared with the Western highland. This gives an explanation of why the Appalachian Mountains are entirely forest-covered, whereas the western mountains have a timber line and snow-capped summits in many instances.

HISTORY - Division I:

The landing of the Virginia colonists at Cape Henry. Their explorations, their encounters with the Indians, their preparations for settlement.

Division II: The voyage from England to the Virginia colony. The development of this particular point was the first bit of really good teaching done by this practice teacher. The manner in which she worked out the conditions on shipboard then, and contrasted them with conditions on shipboard now, was well done, and the interest and attention of the pupils was very good. She also through this discussion introduced Captain John Smith to the children in a most clever and picturesque manner. Both

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practice teachers have been using supplementary reading in the History work. The results, however, have not been entirely satisfactory in the use of this supplementary ~~xxx~~ matter.

SPECIAL EXERCISES:

The second division gave two morning exercises on the subject "Child Life in Colonial Days". Every child in the group took a part. The children organized their subject matter themselves, with much assistance. Each pupil's account was given orally before the class, which criticized every statement. After the class was satisfied with the statement, the account was written, in order to give a definiteness to it. They brought into the exercise the use of the map to locate the place about which they were speaking. They had children dressed in the costume of colonial times. They also brought in other things to illustrate, such as ^{the} tuning fork, the warming pan, the dunce cap, etc. The results might be questioned. The exercise came after the subject had been left, and it was practically a review. Some of the spontaneity had gone. For logical arrangement, it might be said to be good. What they said was well expressed, but it was rather more in the nature of telling other people what subject matter they had learned than is perhaps desired. At any rate, it proves to me that if time enough can be given to it, the children will organize the material they give at a public appearance of this sort.

SPELLING:

So much difficulty has been met in the written work in the use of words having the same pronunciation, but different spellings, and meanings, that some special exercises in spelling have been given in this work. Such words as here, hear, have been used in sentences. The words first having been defined by the pupils.

FIFTH GRADE - MISS McCLELLAN.

Feb. 19, 1909.

LITERATURE:

Continuation of Robin Hood.

ARITHMETIC:

Practically the same work as recorded for last week. More difficult problems in long division. More problems given. Other problems in denominate numbers still continued. Much attention paid to setting down of the problems.

HISTORY - GROUP 1:

The Virginia Colony. In this class the discussions centered about the impressions the new land made upon the colonists upon their arrival. A contrast was made between the climate of the country left and the climate of the country to which they had come. They left England in December, reached Virginia in May. The preparations for settlement were begun.

SECOND GROUP:

The work in this group is very much the same as in the other group. The progress is a little greater. The discussion reached the point where the fort was begun. This brought out the necessity for deep water for a landing place, and a place where the colonists could rest in safety.

GEOGRAPHY - GROUP 1:

Having established the background for the American bison or buffalo, the study of the animal itself was begun. His range, his food required, and herd habits. Mr. Moulton of the Astronomy Department gave an illustrated lecture on the earth and its solar relations which the children attended during one Geography period. This lecture was made the basis for a written lesson the succeeding day. It was found that a very keen interest in such matters had been aroused.

GROUP 2:

Group 2 have the same advantage as the 1st group in attending the lecture on astronomy. A written lesson was also required of them.

In addition the Great Appalachian Forest Belt was taken up with its animals. In this connection we discussed the differences of temperature ~~and~~ caused by differences in altitude and differences of distance from the equator.

WRITTEN WORK:

The written work this week was based upon the life of George Washington. The children took part in a morning exercise on Washington and got opportunity for some reproductive work.

REMARKS:

My work seems handicapped by lack of time. There are so many things which need to be done which are not possible because of this lack of time.

Feb. 26, 1909.

LITERATURE:

Robin Hood, This is a long story and Miss Fleming wished the story to be presented as a whole. Consequently, the movement is forward with little variation and no interruptions.

ARITHMETIC:

Newpoints are taken up every day in this work within the bounds of the work outlined. We are using Mr. Myer's new book and it was his request that we confine ourselves closely to the text and develop any new points which come up in the problems from day to day. It is in pursuance of this policy that I am giving work in long division, fractions (parts of wholes and simple multiplication, so far). The work seems to progress slowly because of having to develop so many side lines, but it seems to me very necessary that children should thoroughly understand their arithmetic in this grade, as a foundation for mathematics in the higher grades.

It is my intention to have the children do the thinking so that we go no faster than they are able.

We have been dealing with long measure for a considerable time.

It is a matter of regret that more of the children can not get accurate results more quickly. It seems strange at this age for children to think out a problem correctly and then make so many mistakes in the actual simple process that they become discouraged, thinking they have not understood.

HISTORY:

Group 1. The Virginia Colony. The fort was commenced at Jamestown. John Smith introduced explorations, treaties with the Indians. Starving, sickness, etc. were worked out in detail.

Group 2. The work in this group was practically the same as in Group 1 - the same points worked out. The life of Capt. John Smith was made the subject for written work in both groups. The fact of his adventures and the picturesqueness of his character made an interesting subject for reproductive work.

GEOGRAPHY:

Group 1. The buffalo continued. The buffalo himself was the study, his appearance, size. In this connection the children worked out from what they had studied about the animal the nature of the country inhabited. The great plains, their surface, grass covering, absence of trees, scarcity, of rivers, sunniness and dryness of climate. What a prairie is was brought out in this connection.

Group 2. The differences of temperature caused by differences in altitude and differences in distance from the equator which were brought out in the life of the great Appalachian

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forest belt were taken up and discussed. The heating of the earth at the equator because of the directness of the sun's rays was contrasted with the coldness of the climate of the northern regions because of the slanting direction of the sun's rays. This work was attacked by the children with great interest and energy and the results seemed very well worth while to me from the clearness with which the children stated their deductions.

FIFTH GRADE --- MISS McCLELLAN

March 5, 1909.

LITERATURE:

Continuation of Robin Hood,

ARITHMETIC:

The work in long division has progressed to a divisor of three figures and a dividend of five. The children this week discovered for themselves that they could prove their answers by multiplying the quotient by the divisor, thus regaining the dividend. This old and well-known fact was discovered by these children with as much joy as if they had been the first ones who ever found it to be true. The majority of the class is doing quick and accurate work in long division. The text book work is following along the same lines as before. This week we have worked out a diagram to scale of a figure which represents a lot 22 rods in width and 33 rods in length. Through this they were introduced to numbers as parts of other numbers, and found that the length was $1\frac{1}{2}$ times the width and the width $\frac{2}{3}$ of the length. The accuracy of this sort of work is not satisfactory. The first time the perimeter of this figure was found in yards, by the class, an accurate result was obtained without help from three pupils in one class, of 17, and from 7 pupils in the other class of 17. This seems a very low percentage to me. After the diagram was gone, the majority easily worked out the correct answer.

GEOGRAPHY:

Group 1. The American bison. The work this week was largely grouped about the extermination of the buffalo and what led to it. This came out in connection with the uses to which the buffalo was put by the Indians, because of the thickness and wearing qualities and beauty of the hide the animal has been practically exterminated. A contrast was made between the millions of animals in years gone by and the few hundreds that now exist in private parks throughout the country. The use of the flesh, of the hoofs for glue, of the brains for tanning the leather, finished the work for this week.

Group 2. This work was largely problem work in which we worked out the causes of the seasons, when spring begins, and we reviewed all the points we had worked out, in order to see why some animals lived in the northern Appalachians, while different ones lived in the southern Appalachian forests. They saw clearly how the work we had done was related to the animals of the Appalachian forest region. The globe was used to show why there were different seasons when the axis of the earth was tipped. They also saw that there would be no seasons even with the tipping of the earth's axis, were it not for the revolution of the earth around the sun. They found that there would be no seasons if the earth's axis were not tipped.

HISTORY:

Group 1: The story of the Virginia Colonists for existence was worked out, their discouragement, the start they made to return to England, the meeting of Lord Delaware, their return to

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Jamestown and the beginning of the permanent colony. The spreading of the colonists along the river in pursuit of rich land for their tobacco was the main feature of the work.

Group 2. The points brought out in this class were practically the same as those in Group 1. As in the other class, the importance of tobacco and the effect of the increase of slaves were strongly emphasized.

March 12, 1909.

LITERATURE:

Robin Hood. The reading is almost completed and it is of interest to know that the interest in the story is no whit abated--if anything it increases from day to day. The children are already beginning to talk of the parts which they will dramatize when we have finished. Perhaps one-third of the pupils have purchased the book, which is an expensive one, costing \$2.50, and have brought their copies to school where they are in constant use. This fact seems to suggest that the interest is of a more vital sort than is usually found in books read by children of this age.

ARITHMETIC:

The work here is a continuation of the work noted before, namely: long division and denominate numbers. The problems in long division have been made progressively more difficult. This week the dividend has been numbers of five and six figures, the divisor numbers of three figures. Each problem worked has been proven. The introduction of problems where ciphers had to be placed in the quotient has brought out a few new facts. A test given on Thursday showed that all but five of the pupils in the grade were well able to do quickly and accurately problems such as those just described. The lessons on the other days when long division was not emphasized were along the line of drawing diagrams to scale. The lesson this morning was a black-board lesson. Each child was asked to draw a diagram representing the lot 22 rds. wide and 33 rods long, any size he wished, so that the proportions were exact, and then he was to write out the scale to which he had drawn his figure. The figures were drawn in correct proportions with very few exceptions. About half the class had the scale correct, and nine out of twenty-nine had work absolutely correct. This seems a very low per cent. of correct work to me. The figures ranged in size from diagrams 2" x 3" to figures 22" wide and 33" long.

GEOGRAPHY:

Group 1. The work on the buffalo has been completed this week. The use of hoofs and brains of the buffalo for making glue and tanning leather, respectively, was brought down to the present time and the use of hoofs today in the great packing houses was discussed, as well as the methods of tanning leather today. In addition, readings were given on the methods of hunting buffalos, on their habits, etc. from Inman's "Old Santa Fe Trail". This was an experiment, I being anxious to see if fifth grade pupils could understand and be interested in anything so difficult as this book. The results were excellent. They did understand and they were interested.

Group 2. The first lesson of this week was working out the reason why the temperature decreases with altitude. Their understanding of this when simply presented was surprising. After our problem work in decrease of temperature because of altitude and recession from the equator, it was found that they

4234R carried these problems back to their work on Appalachian forest region and the animals were again taken up in this connection. The first animal to be discussed was the opossum, and it was their choice to take it first. Their interest was great and their excitement was greater when they found out the peculiar facts about this animal which distinguish him from the other animals of the United States.

HISTORY:

Group 1. The week was largely spent in a detailed study of tobacco, its introduction into, and the effect of its importance upon the Virginia Colony. In addition, a rather detailed study of the methods of raising tobacco was taken up.

Group 2: A study of the Virginia plantation, its size, its industries, and in connection with the industries the many buildings necessary, the schools of the early Virginia Colony, and means or methods of transportation.

CURRENT EVENTS:

The reports brought in by the children were divided between news of the situation at Washington and scientific accounts. A written lesson was assigned for home work for one day, in which each child wrote up some current event. One child wrote about the granting of woman's suffrage in Sweden.

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FIFTH GRADE - MISS McCLELLIAN.

March 19, 1909.

LITERATURE:

Robin Hood - The reading completed.

ARITHMETIC:

The main emphasis this week consisted in the statement of and placing upon paper of problems worked out for the process. The pupils were introduced for the first time to the use of the word "perimeter".

Lack of accuracy on the part of the children in simple processes seems deplorable.

GEOGRAPHY: Group I.

Other animals of the great plains were taken up in connection with the buffalo. The prairie-dog, the badger, the antelope and coyote were discussed in connection with their environment.

Group 2. - A continuation of the study of Appalachian forest animals. The week was devoted to the raccoon, the fox, and the bear. In each animal studied, the main object was to bring out the geographic background.

HISTORY:

Virginia plantation completed in both groups. In group one the large sandpan in the basement was used to set up the plantation of the tobacco times - with the great house, the slaves' quarters, the wharf, the tobacco store-house, etc.

Of course, it is impossible to tell just how much children assimilate from any subject, but on the surface, the results seem very good.

April 2, 1909.

LITERATURE:

Beginnings of dramatization of Robin Hood. The children first selected the part which represented Robin Hood, Little John and Will Scarlet shooting before Queen Eleanor - An attempt to work it into form showed it to be rather too difficult from several stand-points. So it was abandoned and the Meeting with Midge the Miller was substituted. No work was done on this act this week.

ARITHMETIC:

In the reduction of feet to rods and yards to rods, the pupils were introduced into the division of a whole number by a mixed number. In reducing feet to yards, considerable difficulty was experienced in making clear to them the proper statement for the process. Too large a number of the children had difficulty in seeing the reason for dividing by 3 instead of multiplying. The reason for so doing seems so obvious that this was a surprise. Drill in dividing will be given so that the solution of problems will not be again interrupted by the necessity for explaining such simple processes.

HISTORY:

The work was interrupted somewhat by the preparations for the April party given to the entire school. The work of the week consisted in a review of the New England and Virginia colonies. They were contrasted and compared in as many ways as possible. The purpose of this was to give a background for the Dutch colony which will be the work in history this quarter.

GEOGRAPHY:

Group 1.--The Rocky Mountain Region was studied. A written paper was required reviewing the buffalo. A part of the time was spent in blackboard drawings - illustrating the type of topography found in the Rocky Mountains. Their ideas of the country were correct, but their lack of skill in drawing hampered this means of expression. The grizzly bear was taken as the type animal.

Group 2.--A written paper reviewing the animals of the Appalachian forests was required. Blackboard work, illustrating their previous work in geography, showed the same handicaps as those mentioned for Group 1. This form of expression is very valuable as a review, for it brings out both the correct and incorrect impressions which have been formed during the progress of the work.

CURRENT EVENTS:

Mr. Roosevelt's trip to Africa is furnishing an interesting medium for teaching considerable geography, history, etc.

April 9, 1909.

LITERATURE:

The play of Midge the Miller was put into crude form and acted. The second group put a fervor into the presentation which seemed, both spontaneous and strong. The presentation of the same play by the other division made a strong contrast. The children were self-conscious, and the whole affair dragged. The deduction may be made that the personality of the children taking part, their feeling for what they are doing, determines the result.

ARITHMETIC:

A return to some problems in long division brought out the disappointing fact that some of the children were a trifle lazy about the process. This may or may not prove that children need to do things frequently enough to fix them in mind. For two weeks we had no problems - in long division.

In other problems requiring thought and reasoning the work was well done - in fact, the results were more encouraging than for any week up to this time. However, the work goes more slowly than it should.

HISTORY:

Preparation for the Dutch Colony commenced. Instead of following them from Holland, we are preparing to greet them on their arrival and are studying the conditions they will find.

In taking this work up, a map of New York was modelled on the board in chalk, giving them the topography of the region, rivers, lakes, mountains, etc.

The Indians who occupied the country were then discussed - the great Iroquois nation, and what its occupancy meant to the Dutch. From them as a center or core of interest, the forests and kinds of trees were developed as well as the fauna of the region. Later, I wish to show the relation the valuable fur-bearing animals had to the Dutch occupancy.

GEOGRAPHY:

Group 1. The Bighorn and the Rocky Mountain goat were introduced in order to get a picture of the Rocky Mountains. Pictures were used to give vividness to the work. The interest of the children was keen.

Group 2. The buffalo was introduced as a type of the Great Plains. I undertook another means of presentation with this class. Pictures were shown in the first lesson, which they were allowed to study carefully. Then we took up all the points we had found in the pictures, and we were able to cover all the main ones in this way. The interest was intense and the questions were legion.

April 16, 1909.

LITERATURE:

The work of dramatizing a scene from Robin Hood was continued. The play was polished and the exact words chosen for a small portion of the production. This work goes slowly, but so long as the children are choosing what is to be said and done, they must be allowed opportunity to express themselves.

In addition two practice teachers have commenced the study of Rip Van Winkle, in connection with Dutch Colonial History. It is to be hoped that this study will develop more ability to read orally than they have at present.

In each group the student teacher first read the entire story to them.

In order to get sufficient time for all of the literature, one period a week of history, of geography, of arithmetic were taken in each division making three half hours a week for the study of Irving's fascinating tale.

ARITHMETIC:

More opportunity was given for criticism of black-board problems by the children. They criticised appearance - as to form, writing, neatness, spacing, etc. - as well as the statements. Their comments showed progress, tho not to so great an extent as is desirable. They still work far too slowly and are exceedingly inaccurate. Such a large number of them seem to lack the ability to image conditions.

Long division continues to be held in mind. A large number of problems have been put on small slips of paper and the slips numbered. The moment any child finishes any task, he is given a slip and sent to the board. Some few of the pupils are gaining a little skill in doing these problems. As yet, the record has been five problems in forty minutes with problems such as:

$$5300 \overline{) 987,000} \quad \text{or} \quad 398 \overline{) 868,545}$$

HISTORY:

The work branched out from the inhabitants of New York, its flora and fauna, to the causes of the many lakes and waterfalls. The gifts of the glacier to the state were developed, the lakes, the waterfalls, the good soil. This occupied considerable time, but the time seemed well spent, considering the importance of glacial action on New York.

GEOGRAPHY:

Group 1. The picturing, by words and in blackboard drawings of the Rocky Mountain Region occupied the time, its high mountains and deep valleys, its steep slopes and swift, cold mountain streams, its forests below timber line and its bareness above were dwelt upon in order to make them very realistic. In this connection we worked out the reason why the air grows colder with altitude.

Group 2. The uses of the buffalo and his disappearance were the topics for this week's work.

NATURE STUDY:

A practice teacher has commenced the teaching of this subject. The children are to have gardens each 4' x 6' and the time was spent in making plans for these gardens. In addition, Miss Snyder developed the mission of the plant and how plants reproduce.

CURRENT EVENTS:

We have seen Mr. Roosevelt safely thru the Red Sea, have condemned Mr. Patton in his corner on wheat, have decided that we wish the Young Turks to win in Turkey and have been indignant over the publishing houses who have discriminated against Chicago in the price of text-books.

April 23, 1909.

LITERATURE:

Continuation of dramatization of Robin Hood.

Rip Van Winkle - In each class the week was spent in getting acquainted with Rip himself - and a rather complete list was made of his characteristics. In the first group a paper was written by the children entitled, "My picture of Rip Van Winkle". In finding these characteristics, a motive for reading is given and the children have an opportunity for oral expression. For children who read no better orally than the fifth grade pupils, this reading is rather difficult.

ARITHMETIC:

The children lack independence. The entire class was sent to the board and given this problem: A boy steps 2 feet. He takes 33 steps, how many yards does he walk? No explanation was given, since every step in this problem had been previously developed. They were asked to put it down in mathematical statements. At the end of twenty minutes, one pupil in a class of sixteen had the correct answer, not one had a proper statement. However, when a boy was detailed to step off 33 steps of 2 feet each - practically every child in the class saw quickly the conditions and arrived very quickly at the correct result. When sent again to the board, about 1/2 the class got a good statement. In the other division, the same plan was followed. Five pupils out of sixteen got the right result in twenty minutes - but when sent again to the board, but three got a satisfactory statement.

HISTORY:

In each group, a review was given covering the conditions in New York at the time the Dutch came and opportunity was given the children to express themselves both orally and in writing, concerning this phase of the work. But two lessons in history in each class.

GEOGRAPHY:

Group 1. The Great Basin region was developed. This was done thru the experience of the children. One child had been in the Sahara, six others had crossed the Great American Desert. We worked out its mountain range, its surface, vegetation, its paucity of rivers and the reasons, its inland drainage, etc. The mirage made possible a necessary digression.

Group 2. In order that the climate of the Great Plains might be worked out thru the Buffalo - it was necessary to develop how cattle are cared for in this climate and the care with which food is prepared for winter for them. Then the question was raised as to how food was prepared for the buffaloes' winter consumption. In this way it was possible to bring out the dry, sun climate of the plains and the way Nature cured the food for her wild children. On Friday, the children were asked to write a paper summing up the facts about the buffalo which had been most

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interesting to them.

NATURE STUDY:

Final details for gardens were discussed. On Tuesday, the children were taken to the garden and plots were assigned. This took considerable time since details had not been worked out carefully.

The usual feeling of a letting down of discipline on the part of the children was very apparent. This breach will hardly occur again after the numerous extra sessions which were held after returning to the school-room.

This work is too invaluable to be hampered by lack of good behavior.

April 30, 1909.

NATURE STUDY:

The indoor lesson was a written one. Miss Snyder attempted to have them put into good English statements what the mission of a plant is; also how plants reproduce. On Tuesday, the class went into the garden and made their gardens ready for sowing the seed. They worked well and were very much interested in hoeing and raking, in picking out pebbles and arranging paths. There was no recurrence of the disorder of last week.

GEOGRAPHY:

Group 1. The Great Basin region was further developed - The sky effects of the atmosphere were discussed. In addition, the reasons were taken up as to why people were tempted into the region and from this its products were discovered, also its capabilities when the soil had water. The value of irrigation was brought out, in this connection.

Group 2. Having finished the study of the buffalo, the next thing was to deduce the topography and climate of the country from the children's knowledge of him.

The way the children pictured the country was rather remarkable. The next lesson was devoted to black-board drawings of the country. This is, at the same time, one of the most difficult as well as one of the most valuable means of reviewing work. Even though the child's drawing is crude, his interpretation of his picture helps to clear up any wrong ideas he may have, as well as giving him an opportunity to express himself in a connected way orally.

ARITHMETIC:

The skill in long division is improving a trifle. A test this week resulted as follows: Time 40 minutes - 1 child solved correctly 7 problems in that time - 8 pupils solved 5 problems, - 6 solved 4 problems - 5 solved 3 problems, 6 solved 2 problems - 5 did not succeed in getting one. No help was given to these children, they were thrown entirely on their own resources.

The problem-solving was continued. Two periods were taken up with two problems - which were as follows: A boy steps 2 feet. He takes 33 steps - (a) How many rods did he go? (b) In going $1\frac{1}{2}$ mile, how many steps did he take?

The proportion who solved the problems independently was small, but was greater than last week. In the second problem where 66 feet is divided by $16\frac{1}{2}$ feet - they were puzzled by the process, though it had been explained carefully, previously, and many drill problems given. It seemed to be a question of the application of the principles.

HISTORY:

The first lesson of the week was a study period. A variety of history texts were brot from the library and references given to the children. Each child read about Henry Hudson and his early adventures and explorations. The other lessons took up the coming of Hudson, his explorations, his meetings with the

Indians and his trip up the Hudson. The week's work wound up with his disappointment at finding the Hudson River was not the northwest passage he was seeking.

Pictures were used to illustrate the scenery.

LITERATURE:

One hour was devoted to further work in dramatizing Robin Hood.

Group 1. Rip Van Winkle - The customs of the times of Rip - what the industries of the men and women were, - the work of the farm and in the home - and the varieties of food they ate in those times.

Group 2. After finding Rip's characteristics his failings were enumerated. From the interest in Rip, the children were led to discuss his home and surroundings.

May 7, 1909.

LITERATURE:

Robin Hood - continuation of the dramatization of Midge the Miller. The work this week is only a continuation of that of last week. The play has progressed far enough so that the parts could be assigned. The majority of the children wish the leading part, and in order that there be no unpleasantness concerning the assignment of parts, they were assigned by lot, which means that seven pupils will learn each principal part, and out of the seven the best one will be selected for the final play.

In addition, the first discussions as to the staging of the play came up, and the children found that some of their wording would need to be modified because of the impossibility of having a background to suit. Great interest is felt.

Rip Van Winkle - This work has gone on under the practice teachers, as before. Each of the teachers is making a special point of arousing interest in the times, the customs, the industries and the background of scenery of the time of Rip Van Winkle. This is very largely history, as well as literature. As often as possible the children are called upon to read from the text. Although the words are difficult their motives for reading are so strong that they read better than would be expected, but the result to my mind is very far from satisfactory, as far as reading is concerned.

The practice girls are using pictures as helps as far as they can be obtained after having written work based upon the story. Some of the written work has been excellent so far as subject matter and expression is concerned. Spelling is poor, writing is poor. The matter of spelling and writing is true in all written work which the children do.

ARITHMETIC:

Special emphasis has been put this week upon quickness and accuracy of work. The children are being timed in solving long division problems. A test was given this week of four long division problems. Each group had twenty-five minutes in which to solve the four problems. Two pupils out of thirty-one succeeded in solving all four correctly in the time. Six pupils succeeded in solving all and getting three correct. Fourteen pupils did not succeed in getting a single problem correct. Special drill has been given on the process of subtraction in which they are very weak. They seem to understand the process. Their trouble lies in inaccuracy. The reasoning work seemed to have improved this week. The majority of the pupils solved correctly several simple problems in which two steps were necessary. The blackboard work was much improved in appearance. They succeeded in solving their problems in a shorter time. For these problems which required thought they were timed to ten minutes, and all but a very few had finished before the expiration of the time.

HISTORY:

The history periods were very much broken into this week. On Tuesday the history of group one was left out because of the Arbor Day exercises. Thursday history had to be omitted on both groups because of the absence of the textiles teacher which threw both groups back upon my hands at the same time, and since they are doing different work I had to occupy the time with material which both groups could work with at the same time. This gave an opportunity for some extra drill in arithmetic.

The history which we did, however, was the rounding up of the discovery of the Hudson River by Henry Hudson - review and written work summing up the whole.

GEOGRAPHY:

Group 1: Group 1 had only one geography lesson during the week owing to the interruptions mentioned above. The one lesson consisted in the use of the stereopticon with desert pictures and views of the Grand Canyon. These pictures summed up their work in the desert regions of the Great Basin.

Group 2. The work in this group was also disturbed, but the lessons which were presented dealt with the blackboard illustrations by the children of the Great Plains regions. This seemed a good opportunity to give the children the technique of chalk representation, and then were given the principles of chalk modeling which they needed. This took some time and afterward the children were allowed an opportunity to draw and show their ideas again, having the means of so doing. Some of the results were unusually good for children of this age; others did little more than give the child an opportunity for motor activity. However, the results upon even these pupils were good, for they found their poverty of expression.

NATURE STUDY:

The work this week is a continuation of that of the week before. The needs of the plant were developed with the children in class time, need for air, for moisture, for soil, food and support. An experiment was started to show how much water a plant takes up. This was done by means of a geranium put through a cork paraffined so that no water could evaporate from the earth below. The bottle, soil and plant were weighed and the weight registered.

The garden work went on, the children finished planting their seeds and arranging their garden.

May 14, 1909.

LITERATURE:

The dramatization of Robin Hood continued. We have only an hour a week for this so that it takes some time to round it to a close.

Rip Van Winkle. This work is about the same in the two divisions. The work has progressed and brought out other characters besides Rip Van Winkle and the surroundings. A picture of the country was developed, Catskills country with the Hudson flowing past. The children were called upon to read and while their reading is far from fluent, yet it showed understanding. The words in Rip Van Winkle are not easy words, consequently the children stumble over them to some extent. In one class the practice teacher had the children write, their theme being Dame Van Winkle. Some of the papers were excellent, showing understanding and attention, and were well expressed. In the other division instead of written paper, oral compositions, if you may call them such, were given. It is a question as to which is more valuable, the written expression or the oral. More pupils take part in the written paper than in the oral picture. Of course both are necessary at some time or other. The children are not so strong in the oral expression as they are in the written.

ARITHMETIC:

Every spare moment during the week was given to arithmetic. An effort - a strenuous one - is being made to bring up the children's speed and accuracy in common practices. This problem was given to group two: There are eight blocks in a mile. How many rods long is one block? The children were sent to the blackboard and told that they would have five minutes in which to solve the problem and put it in proper form. One child was through in one minute. All but five had finished at the expiration of the five minutes. Only two pupils had failed entirely. This is an advance over the work of the weeks previous.

I gave five problems in subtraction, multiplication and long division. The children were given twenty-five minutes in which to solve the problem. Out of the whole room only five had not finished at the end of the twenty-five minutes. This is the best record they have yet made. When the problems were corrected, however, only three had correctly solved every problem. Ten had solved four correctly. Fourteen had solved three correctly. No pupil had failed entirely.

Group 1: The same problem was given to group one as to group two. The same time was given. Nine pupils had finished the problem in three minutes. Only five had failed to finish in the given time. The results were tolerably satisfactory, a majority of the class had the problem correctly solved, three had failed entirely. From now on every available moment is to be given to arithmetic drill. Mr. Gillet feels that some other work might better be dropped in order to give extra time for arithmetic. I am giving the children home work on the fundamental processes in order to give them practice.

GEOGRAPHY:

Group 1: This group has finished the great features of the

continent of North America and this week the time was given to what the children called "oral compositions", but what the teacher in her heart called review. They were asked to stand and talk just as long as possible on some topic we had studied in geography during the year. I was both pleased and discouraged over the result. I find they remembered quite well, but seemed unable to put what they knew into good logical form. They seemed afflicted with a paucity of words with which to express themselves. All three geography periods were spent in this way. The third grade showed a great improvement over the first. From now on all their work shall have for its goal correct, definite, logical expression, orally.

Group 2: This group still is in the Rocky Mountain country, with the bighorn sheep and the Rocky Mountain goat. Having found the other division lacking in the power of good consecutive oral expression, attention was given to that in group two, with the new work.

HISTORY:

The work this week started with the coming of the Dutch as traders to New York. The discovery of furs by the Dutch was made the central point. Their quickness in discovering their value and the coming and going of trading vessels for this commodity. The friendliness of the Indians, the accidental burning of the Dutch ship off Manhattan Island in 1613, and the building of a few huts for their protection and shelter formed the beginnings of New York City. The establishment of the trading post at Albany at about the same time gave the Dutch their first settlements in the new world. The trade in furs led to the establishment of the Dutch West Indies Company. The reasons for its formation completed the week's work. A chalk model map was put on the blackboard showing New York Bay, Manhattan Island, the Hudson River, in detail.

NATURE STUDY:

The time in nature study given to the garden work and the finishing of the experiment started last week. Those pupils who had finished planting their gardens were kept in the room and given arithmetic problems.

REMARKS:

The pupils in the fifth grade do not write well, but they do write so I can read it. They write better than they spell or better than they do arithmetic; consequently aside from requiring every paper to be as well written as the child can write it, no special effort is being made. The extra time is put in in spelling and arithmetic. The pupils are required to report at ten minutes before nine for spelling each day.

May 21, 1909.

LITERATURE:

Dramatization of Robin Hood. The work progressed somewhat more rapidly this week, but it takes a great deal of time to work the play properly and discuss all the situations. If it were possible to take any expression, it would be a simple matter, but each child wishes to express his opinion. While this is proper and right, it takes time.

Rip Van Winkle. This work continues with the two practice teachers. The young ladies in the first division were asked to draw upon the blackboard pictures illustrating the Catskills country. Some of the results were good. All showed when explained by the children, an appreciation of the country. In other respects, the work was much the same as has been chronicled heretofore, the reading, oral expression and discussions being of the same nature.

ARITHMETIC:

The home work has been problems in long division. The class as a whole has reached the point where they understand the process thoroughly enough so that accuracy only is the aim. In order to bring this out the pupils were told that when a pupil had handed in five perfect papers with no help whatever, he might be excused from further home work of this kind. This stimulus acted in amazing manner. A great race is on to see which pupils shall be first, as well as to relieve themselves of the burden of the work. The problem work also continued. There seems to be some gain in proficiency. The results seem slower in coming in than they should, however.

GEOGRAPHY:

Group 1. The work this week took up the states of the United States as separate parts of the country. The week was spent in getting an acquaintance with the position and names of the states bordering the Atlantic Ocean. Also the states bordering the Gulf of Mexico. Special attention was given to the spelling and writing of the list, also the order in which the states came.

Group 2. The work of this group completed the Rocky Mountain country. Special attention was given both to oral and written expression. When this special attention is given not nearly so much matter can be covered. In addition these pupils were started on the states of the United States.

HISTORY:

After the formation of the Dutch West Indies Company and the reasons for its formation, the point was developed as to the attitude of the Dutch government toward the West Indies Company. The giving of the charter, the promise of protection and the granting of all lands discovered. In addition, the reasons for this helpfulness were brought out - the need

for more land, the desire for more wealth which could be gained through the fur-trading. The children were required each day to sum up the lesson orally at the close of the lesson, or to write the main points. Some days both forms of expression were required. They are intensely interested in the Dutch settlement of the New World.

NATURE STUDY:

The formation of soil was the topic this week. The children worked out the ways in which rock disintegrated and took common earth, sifted it through coarse and fine sieves to find out the various mineral substances it contained, also the different sizes of the particles composing it, as well as the organic substances contained.

The work in the garden was carried on. Most of the gardens are up. The time was spent in pulling out weeds, getting the soil in good condition.

FIFTH GRADE -- MISS McCLELLAN.

May 28, 1909.

LITERATURE:

The play "Robin Hood" almost reached completion. The children adapted a song for the play and have it ready to set to music. This music they will compose themselves.

Rip Van Winkle. Continuation of the story. More attention was paid to oral reading of the story this week. Otherwise the work was much the same as has been recorded heretofore.

ARITHMETIC:

The work in arithmetic is simply a continuation of the work taken up in the past. The children are working more rapidly each week with a greater degree of accuracy. The effort has been most recently to throw the children upon their own resources to make them independent of any help. While the results are slow, there seems to be progress. Three of the pupils have completed five perfect home work papers and have been excused from further home work of this sort. Of course the stronger pupils are the ones who are coming to the fore. The stimulus is reaching some of the slower and more careless ones, however, and they are working with a will on otherwise difficult work. The writing of numbers is improving. They write accurately and quickly up to millions and tens of millions. Difficult combinations are given them which they seem to enjoy wrestling with. The problem work seems to be gaining, although very slowly.

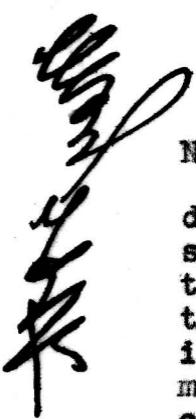
GEOGRAPHY:

Group 1. After completing lists of states bordering the Atlantic Ocean and the Gulf of Mexico, the week was spent in taking up the main topics relating to the states. In doing this Carpenter's North America was used with the teacher, only those parts being selected which were pertinent. The plan was varied by interpreting pictures, by reading certain pertinent paragraphs and by having these paragraphs read silently and the gist given orally. This gives an opportunity both to the pupils who read well orally and those who do not but get the content. The New England States were completed in this way.

Group 2. The pupils in this division finished their lists of states bordering the Atlantic Ocean and Gulf of Mexico. They named the states in order, skipped about in the naming, and given one state they named the states bordering it. This exercise was used in the form of a game.

HISTORY:

The work for this week commenced with the first colony sent out by the Dutch West Indies Company - the growth of the Dutch colonies in the new world, the policy of the Dutch people toward the Indians and the breaking of the first treaty were the topics covered.

NATURE STUDY:

The children discussed the specific ways in which rocks are disintegrated - the expansion and contraction due to heat and sudden changes of temperature - the action of running water - the freezing and thawing of water in rocks as effecting rocks, - the action of the atmosphere upon rocks, both chemical and mechanical - the effect of plant roots in crevices, as well as the mechanical effect of falling rain, not as running water. The effect of the earth worm in the formation of soil was discussed.

The garden work was omitted because of rain.

FIFTH GRADE -- MISS McCLELLAN.

June 4, 1909.

LITERATURE:

The play of "Robin Hood" was completed as far as the writing of the play was concerned. The children in addition to the song which they adapted and set to music, have set another song to music for use in the play - the Song of Little John. They have made up a dance to be used in the Woodland Scene, with their gymnasium teacher. This dance has five steps and will be used in the initiation of Midge the Miller, into the band. The play is ready to stage. Miss Fleming, the head of the department, says it is very good - that there are very few weak points in it. This is gratifying because the children have worked very hard in its preparation.

Rip Van Winkle. Continuation of the story. In group one the Revolutionary times were discussed, in order to bring out the changes which had taken place during Rip's long sleep. The feelings of Rip upon his return, a stranger, to his native village, were well worked out by the practice teacher. More oral reading was possible and was well done.

Group two - Rip's experience with the little men in the mountains was the subject of study. Group two does not work as well nor as interestedly as group one. This probably accounts for their being behind the other group.

ARITHMETIC:

The work in arithmetic is gaining. The children are working much more rapidly with a much greater degree of accuracy. They are showing much independence in their work. Fifteen more pupils completed their required work. In each case the fact is apparent that their independent work has aided them very greatly.

GEOGRAPHY:

Group one. The week was spent in making lists of the states bordering the Pacific Ocean and Canada, and the Great Lakes. A definite plan was in mind in doing this - to have them have the states in an orderly manner in their relation to each other east and west, as well as north and south. They were required to name them in order, and to picture them as north and south, and as east and west.

Group two. The work in group two practically the same as in group one. Great attention was paid to the spelling of the words in connection with the picture of the facing.

HISTORY:

The work for both groups dealt with the patroon system in the New Netherlands - the method by which the Dutch West India Company succeeded in forming permanent colonies. The inducements offered to these patroons in the way of land. The children were led to see the effect this had upon the social organization of life in the Dutch colonies - the springing up of a landed aristocracy - not like that of Virginia, though similar, and very different to that of New England.

The requirements made of the patroons formed the basis for bringing out the influence upon this colony of the settlement in each patroon district of a school-master and a minister. The later history of New York was dominated to a very great extent by the people who were educated so freely in this way.

NATURE STUDY:

There are but two lessons a week in nature study. One lesson was omitted because of the holiday on Monday. The lesson on Tuesday was in the nature of a review of the work that had been carried on previously and the garden work was carried on. Children weeded their beds and got them in as good shape as possible.

SPELLING:

The fifth grade has challenged Miss Mills' sixth grade to a spelling match to be held on Friday, June 11th. A list of 96 words has been made, these words being ones in common use, such as the names of the subjects taught in school, terms used in arithmetic, names of the city, state, etc. Children are working hard to win this match.

June 11, 1909.

LITERATURE:

The try-outs for parts in the play of Robin Hood occupied all the spare time we had. The staging was commenced. The value of this work has never been more apparent than now.

Rip Van Winkle.-The work was practically completed in both groups. The last work has made possible more oral reading than heretofore.

ARITHMETIC:

The effort was to get still greater speed and accuracy and greater independence. If the fundamental processes can become more automatic each day, the results will mean much for the children in their future work.

GEOGRAPHY:

Blank outline maps of the United States were used, the children writing names of the states from memory. In all this work Carpenter's North America is used to give the setting for the states. Pictures, maps, written work, have been used. The book has been used in order to allow opportunity for both oral and silent reading.

HISTORY:

The work in both groups is the same. Enlarging upon settlements, the founding of the city of New Amsterdam was discussed and the life of the people there. The work will be completed to the taking of the New Netherlands by the English the first time.

NATURE STUDY:

The class lessons dealt with the action of the chlorophyll in the growth and nutrition of the plant. The garden work had to be omitted because of damp condition of the ground.

SPELLING:

The spelling match between the fifth and sixth took place Friday morning. The grade having the fewest misspelled words as the end of the hour was the victor. The score was 13 for sixth and 18 for fifth. Every child stood in the match until the end.