

FOURTH GRADE

In History we have given back to the class as a whole the meeting of Marquette and the Illinois Indians in dramatic form. We have continued in the discourse and then excursions to the southernmost point reached on the Mississippi, which was the Arkansas River. We have begun a chronicle by Marquette to be sent to Gov. Frontenac. My purpose in having the children assume this character of Marquette was to make them see the country and feel the experiences more vividly. When they started to write, this was proven to me by the numerous questions they asked. I referred them to the book by Parkman on Marquette. The result was more intense study of the text and of the map. Children who had visited parts of the route that marked the journey along, described Green Bay, Lake Winnebago, the Wisconsin River, the Mississippi River. The children have planned to present at morning exercises next Thursday morning the story of the fur traders and to give the dramatic presentation of the meeting of the Illinois Indian and Marquette and his friend Joliet.

The Geography is closely related to the History work, and this week we modeled the Great Lakes, the St. Lawrence and the Mississippi Valleys. To keep alive an interest in the forces that have geographic importance, today we talked of the great earthquake at Messina. This makes the children feel themselves factors in geography in the making.

In English Literature we have started the story by Wm. Morris, of "Sigurd the Volsung". The reason we chose this particular story is because of its beautiful literature and the heroic element and the Universality of the theme. Up to date I have told the children the story from pages 1--6 and have read passages. One day because of the absence of some of the children, the children had to retell the story. That was their motive. My motive was to have them use the beautiful English that was employed in the book. Some of the passages they put into this very beautiful English.

We have also been reading the book about Marquette - simple reading, mainly for content, not for drill - by Helen L. Campbell. Then we have also read pages from Mabel's "Aladdin and the Wonderful Lamp". The other group had the story of "Ali Baba and the Forty Thieves".

In spelling they have had a list of ten words every day, and the lists were taken from their History work, work in Literature and Geography. In connection with their reading we have grouped phonetic lists, and lists that come under a common rule in spelling.

Mathematics. Text, "Rational Elementary Arithmetic", Myers & Brooks, Page 71. We have been studying the dry measure and this showed usages of 8's and parts of 8's, and we built up the table of 8's by a graphic representation of squares on the board, eight squares in a row being two less than ten; two 8's four less than two 10's. This is all a graphic representation. Finally the children were able to work up easily pictorially, eight 8's equals 64, 16 less than eight 10's, nine 8's, nine 2's less than nine 10's. With many, this was not necessary, as they were able to answer quickly and automatically, having mastered the table and being able to use it as a tool ready for work. The children have the square paper in their note books, and for home work have endeavored to show the table of 8's graphically in many ways. We have played Page 71 in

the game of the table of 8's which helps make it automatic. Page 71 in the Arithmetic represents another aspect of the relation of 8's to each other, and the children have handed in the written work of that page.

In Science we have continued our study of bulbs which were planted in four different ways November 4th. Jan. 7th we got the bulbs that had been left in the dark. We have continued our written record about the bulbs. Committees have been appointed to water the bulbs. The paper white narcissus was painted by the children because they said, "Please let us paint it, it is so beautiful", being in full flower. Beautiful pictures of the narcissus gave the children the artistic idea of arranging them on the paper. They were allowed to choose the medium of expression. The effect of bringing the bulbs from the dark to the light, the change of light on the action of chloroplast was discussed in class.

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Jan. 15, 1909.

HISTORY: Subject Matter, the dramatic presentation of Marquette meeting the Illinois Indians; Method, the children planned the entire presentation. They chose their own parts and tried the different characters and finally the best were voted on and decided. We tried the play twice in the room and one time in the morning exercise room, so that the children would have an opportunity to give it the polish that it should have to be given before a large number of people. The expression work in connection with the exercise was an Indian song sung by all the children. A reading from Longfellow's Hiawatha's Sailing and pictures drawn on the board. The children wrote papers on a character study of Marquette. The motive for giving so much time to the play was that the entire class voted it as the subject for morning exercise, except one boy who wanted to tell of the visit to the stock show. My plan in letting them give this exercise was that the children study more intensely the text when they assume a character and their imagery becomes intensified.

GEOGRAPHY: The subject matter was reading about Niagara Falls, the Great Lakes, the Mississippi and St. Lawrence Rivers, from their text book, Tarr & McMurray's Geography.

Method: There was silent reading of the text, discussion after the reading and individual modelling by the children which showed that they had an idea of the slope of the land.

LITERATURE: Subject matter: Pages 6 to 11 in "Sigurd the Volsung".
Method: Study by the children and reading and telling of the new part of the story by the teacher. Children told the story of the dwelling of the king, of the wedding of Signy, and described the coming to Odin. They played the scene at the feast about the Branstock and the drawing of the sword. They started to write the story in dramatic form. Titles for the play were suggested, characters were listed and a scene has been planned. The motive for this was that the children wanted to play it, and anticipation of taking the part of one of the characters would make them listen more attentively to every bit of description which would interpret the character for them.

READING: Subject matter: "Ali Baba", Aladdin and the Wonderful Lamp" used for drill.

Method: The children read silently for thought, underlining such words as they did not know. The whole class together studied these words, analyzed them and sounded them. We studied the group of words ending in "tion" where the letters "ti" have the sound of "ch". Motive was to give the children power to gain thought easily from the printed page.

MATHEMATICS: Pages 69-70, Myers & Brooks.

We are still seeing 8 in relation to other numbers and this week we have been adding. The class added eight problems for speed and the first child that finished wrote his name on the board, and the next and the next, etc. We discussed quick ways of adding, picking out the 8's in a column and the 10's in a column. We found out the 10's and 5's are very easy to add. The motive was to have the children gain speed and to be able to see 8 in relation to other numbers automatically.

SCIENCE: Subject Matter: Study of winter birds. Discussion of the children's experiences in seeing birds now. The lists of birds were made which have been seen in the neighborhood. Stuffed specimens of our common birds were brought in from the museum.

Expression: The children placed suet in the school garden to attract the birds. Motive: It is very beneficial for the children to study the animal in its environment. The children have all seen and are able to watch the sparrows, the gulls, the blue jay and some have seen woodpeckers and the chickadee. This latter subject is taught by the practice teacher.

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FOURTH GRADE -- MISS LACKNER, TEACHER.

Jan. 22, 1909.

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HISTORY:

The story of La Salle as a type of the French explorers of the Mississippi Valley. His interest in the commercial possibilities of the Great Lakes, in contrast to Marquette, whose purpose was to teach the Indians, - and Joliet the fur trader.

LITERATURE:

Re-telling and re-reading by teacher of the story of Sigourd the Volsung, and writing by children of the story in dramatic form. This transposing of the language of the text into the children's own words will give them power and enlarge their own vocabulary..

GEOGRAPHY:

Study of animal life of the Frigid Zone. The children in the Fourth Grade are especially interested in animal life and with that as an introduction we will try to gain concrete images and pictures of the Frigid Zone.

NATURE STUDY:

One Group: The study of lumbering as an industry, the point of contact being the study of woods that the children have used in their manual training work ;

The Other Group studying winter birds.

MATHEMATICS:

Still studying tables of 8's, the children relating it without help to the tables of 12, 12 being two more than 10, as 8 is two less than 10, in the multiplication table.

Jan. 29, 1909.

The children in the fourth grade are very energetic and physically free. It is not the growing age, but the age full of action and interest in moving things. Their power of dramatic action is used in connection with reading, as, for instance, in the story of Marquette, and in connection with the study of the literature, the part of Sigurd the Volsung, in playing the lumbermen in connection with Geography.

They have intense interest in moving things; in science we are using this interest in studying first the squirrel, and now the doves. Nothing seems to tire the children in this grade. They work with great vigor and enthusiasm. They plead for home work, for more time in school; they relish drill, - repetition is the watchword in the grade.

This seems to be the period in which to make things automatic, such as spelling, phonics, number tables.

WRITING:

I have tried to make writing automatic, but here the drill does not seem to produce the desired effect, and my conclusion is that the children have not the power of muscular adjustment. They are very critical of the form, and I have been trying to make the writing easy and quick, as well as legible, but they cannot attend to both the form and the speed at one time. I have given up trying to teach arm movement to fourth grade children. I am trying to get ease through imitation of my writing. I write the learned spelling for them - the spelling that they had the night before for home work, urging them to follow my easy motion on the board.

ENGLISH:

The children have written stories of how they made their pieces in clay, which is simply one form of exposition. Coherence in thought, good form, correct spelling, good sentence structure was worked for. Children have written and rewritten their papers.

We have not attempted the paragraph as this is too fine a distinction as yet.

READING:

In reading I find Mable's "Fairy Stories Every Child Should Know" too difficult for the children. It is the text recommended in the course of study. I wish simple, dramatic plays could be read by the children in the fourth grade. I don't know of such a book of plays, but have suggested our getting one to Miss Fleming.

HISTORY:

Centenary celebration of Abraham Lincoln's birth is a subject broad in its scope, I think, and vital in its interest. The children are talking about it at home, much is written in the daily papers about it, children find the books in the library, so that it seems a legitimate reason for breaking into the study of French Exploration for three weeks' time. Pioneer settlement is really correlated with our former history work.

The children make use of the interests of the entire family in this subject. They have written for home work three and four pages about the life of Abraham Lincoln, and are using English

more freely as a medium of written expression, because of this universal intense interest at this time.

MATHEMATICS:

Graphic representation in teaching the number tables has been an interesting experiment. When children have discovered for themselves interesting things in number relation, they have done some very good reasoning, though one of the class admitted that she learned the tables by writing them out and actually committing them to memory. But it was proven in class that her answers were not always correct, and she did not have the power to think it out as the rest of the class did.

SCIENCE:

I have already mentioned the study of birds and the study of lumbering as an industry. In bird study the entire class had the opportunity of seeing a flicker on the 13th of January, on the Midway. This vivid experience the children carried home with them and the next morning several appeared with pictures and books telling about the flicker, and one boy made a birdbox in which to place food for the Winter birds. I find the children interested in concrete things, in the objective, and wherever possible give them vivid experiences.

We visited the exhibit of woods in the Field Museum and the group studying birds saw the collection of stuffed birds and again found the flicker.

GEOGRAPHY:

We have been reading in our text book about the Frigid Zone. At the Museum the children saw the whale, the seal, and the exhibit of the cold region. A discussion on whether Alaska belonged to the United States brought up the question, how many states are there, and how many territories, and it seems to me this is the time to drill the children on the states and territories in our union, and the groups of states which enable us to remember states better.

FRENCH AND GERMAN have been started, and here again the drill in making adjustment of language centers is shown. The children are learning very rapidly, and the German teacher advocates their taking the language during the entire year, instead of beginning in February, as they do now.

CLASS SPIRIT:

We are trying to create class spirit, and when the entire room for a gymnastic lesson went out to the Midway, each child with his own pair of ice skates, and had the pleasure of exercising all together - a spirit of unity and good fellowship created on the ice under the supervision of the gymnasium teacher and the class teacher. This good spirit has continued in the room work, children responding quickly and promptly as a mass, when this is necessary.

Feb. 5, 1909.

PRACTICE WORK, SUBJECT, NATURE STUDY:

Two students. Group I, Subject, Lumbering. Students specializing in wood work. Group II, Subject, Study of Winter Birds.

Plans: General plans give the scope of subject matter and bibliography. These approved by Dr. Caldwell. Daily one-page plans written under these headings:

Motive; Material; Means; Method. Headings given by Miss Rice.

CRITIC MEETING-MONDAY, ONE HOUR:

1st, Characteristics of fourth grade children. How to use interests of the children.

Second, ~~Relation of ideals in the formation of habits.~~

Third, the practice teachers' mistakes.

Topic for next meeting, Discipline.

HISTORY:

Interest. Much material has been brought into class in connection with the Lincoln Centenary. Children have brought *magazines* books (Saint Nicholas and Sunday Tribune) for the shelf in the book case devoted to this subject. Experiences of the parents and grandparents have been related. They use these books to verify their stories.

LITERATURE:

One lesson in reading and interpreting the death of the Volsung king and his heroic departure to Valhalla. ~~The other lesson on Lincoln's sayings.~~

Children introduced questions and thoughts on interpretation without any suggestion by teacher. The simple truth and direct wording appealed to the children, and they learned it very easily. I therefore assigned it as home work to be written from memory.

GEOGRAPHY:

A plaster paris model showing the relief of the Great Lakes, the St. Lawrence and Mississippi Valleys ought to be purchased for use in this grade. It is too difficult for the children to *symbol* ~~use~~ in using a map hanging on the wall. They are not ready for abstract representation and they say "up" when they mean north, and "down" when they mean south.

SCIENCE:

Observation. Children are noticing birds, owls, pigeons, because of their study in the class room, wherever they go. The poorest reader in the room is absorbed in a pigeon magazine. The study of the owl being so unusual and extraordinary, has fascinated the class.

HOME WORK:

Spelling has been chosen as the best and most necessary home work, and because children can do it independently. Home work should be:

Miss Lackner - #2.

- I. Adapted to the children's ability.
- II. A self-expression.
- III. Handed in neatly and on time.
- IV. Used by the teacher on the following day.

MATHEMATICS:

We are using Mr. Myer's book; the children are taking problems in connection with the clock. Mr. Myers himself visited the class in NUMBER the other day, and saw the children on the tables, and thought they were doing remarkable reasoning.

Feb. 12, 1909.

HISTORY:

This week's experience has proven that the means of expression for fourth grade children is oral speech. In connection with the study of Abraham Lincoln the children gave morning exercises to the primary grades, and these they repeated for the College of Education. The children told their stories freely, simply and coherently. The interest in the life of Abraham Lincoln is very intense. They told about his home, his life in the home, his school days, his play; they told the story of meeting the soldier, various stories showing his love for animals, his love for reading and this was shown in dramatic fashion by a child lying in front of the fireplace next to the spinning wheel on a huge Buffalo rug. The child actually turned pages and pretended to read in the firelight. They also told stories of his sense of wit and humor, and laughed with the audience in appreciation of the story. Their use of writing as a form of expression is not nearly so free.

We are continuing our study of La Salle, his return to France to interview the King of France in regard to his plans for fortifying and building a ship above Niagara Falls. One of the children spent last week in Quebec and Montreal. He described the frozen St. Lawrence River, the deep snow, and this coincided with La Salle's description to the King. In contrast to this, La Salle's detail of the wonders of the country west and south of the Great Lakes was told. I asked the children to write La Salle's speech to the King, but they wrote very little, though I think their images were vivid and they could tell it easily.

GEOGRAPHY:

Continuing the study of the cold countries, taking Alaska as a type. Personal experiences of the teacher were related, stories were told about the animals of this country, fish, the seal, the whale and the deer, children reading stories about seal fishing in their own Geographies, and other stories read by the teacher from the "Alaskan Magazine".

READING:

With the exception of six, all of the children in the grade can read fluently, and when three pages were assigned for home work in reading, all except six finished the story. These six are not able to get the content easily from the words. They have done silent reading in connection with the study of owls and nature study, and the stories of Abraham Lincoln.

ORAL READING:

The story of the Magic Mirror from their story book.

NATURE STUDY:

Continuation of the study of the owl, looking particularly at the feathers of the bird, - different structure of the feathers used for different purposes - different parts of a single feather.

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The children are caring for the bird, and bring the food from home.

LUMBERING:

Home of the lumbermen. How the tree is cut down, how the logs are cut to sizes, and study of the lumbering season.

NUMBER:

Testing of all tables through application to denominate number tables. Teacher's purpose is to make them automatic.

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Fourth
SECOND GRADE - MISS LACKNER

Feb. 19, 1909.

HISTORY:

a. La Salle in France

b. Choice of a suitable place to build a ship above Niagara Falls.

Expression: 1. Reading aloud by children from "The Story of La Salle", in 5th classics.
2. A written description of La Salle's mission before the King of France.

GEOGRAPHY:

Alaska

a. Its industries

b. Its topographic features

Means: 1. Children studied pictures as teacher told stories of personal experiences in Alaska.
2. Letters were written by children to city agent asking for Alaska folders. The children told why they wanted them.

LITERATURE:

Topics, The revenge of Sigmund on the Goth King, Pages 45, 46 & 47; Birth of Sigurd the Volsung, pages 72-75.

Interest: The interest is intense when the story is partly told by the teacher and then the more direct and dramatic parts read from the book.

ENGLISH:

Form

Study of paragraphing in connection with the history papers which were re-written. Capitalization, good sentence form, correct margins were expected.

Competition: was used as a means to spur on interest in good spelling. That is, if a child made no mistake all week in spelling, no more home work was expected of him. Also books were given to these people who could devote their time to reading instead of having home work.

MATHEMATICS:

Games including all the multiplication tables. Then there is written work from the book in quick addition. Page 123.

SCIENCE:

Study of the feather of the bird:

1. quill

2. shaft - vein

3. barb and barbules

The latter were discovered by means of the microscope.

LUMBERING:

Continuing study of work of the lumbermen in the forests.

Feb. 26, 1909.

HISTORY:

- (a) Struggle of the Pioneers against obstacles, such as:
Niagara Falls
The cold
Lack of food
The Iroquois Indians
The jealousy of the English.

- (b) Building and launching of their boat "The Griffin" and the route of their journey.

Expression: Silent reading from Catherwood's "Heroes of the Middle West" and Baldwin's "The Discovery of the Old Northwest", and the five-cent classics for one or two who have difficulty in reading.

GEOGRAPHY:

- (a) Alaska - the study of the killing of the seals.
(b) Use of folder, studying the industries of Alaska.

SPEECH, READING, ORAL READING & DRAMATIC ART:

- (a) Reading. Silent reading in connection with geography and history.

- (b) Oral reading: The Story of the Twelve Brothers.

The children played the story of the twelve brothers and surprised me with their good use of English and their ability to choose the right word. They also picked out the scenes and much cumbersome movement of the story was omitted, showing that they realize that a play is to bring forth the action of a story. In reading the story of the twelve brothers, difficulty with new words in the text was overcome in the following way: children picked out all words from the text which might be difficult for some one in the class. This service to others roused great interest in the work and close study of the text.

- (c) Dramatic art. The children played the story of Hansel and Gretel, also the drawing of the sword, from Sigurd the Volsung.

MATHEMATICS:

Review of tables.

Means: games - we had a table down, like a spell down. Processes of subtraction and addition were reviewed and the place value of figures was studied from the arithmetic, pages 116 and 117.

March 5, 1909.

HISTORY:

The Loss of the Griffin.

The new approach to the Mississippi by canoes.

Reading from Baldwin's story, "Discovery of the Northwest".

Children expressed the story of La Salle's experiences pictorially.

GEOGRAPHY:

Children studied about Alaska from their text books, using maps and their folders.

SCIENCE:

Both groups are preparing morning exercises as a final summary of their work with the practice teacher. Subjects are Lumbering and Winter Birds.

IN READING the children are finishing their stories and their study of syllabication has helped them greatly in their reading.

IN NUMBER WORK children have approached the tables in a new way, from the standpoint of factoring and also have worked on quick addition seeing the units', tens' and hundreds' column as tens and fifteens.

LITERATURE:

Continuing story of Sigurd.

The following are some of the means they have used in getting class unity:

The library in the room, children acting as librarians
The caring for the pets and caring for plants,
Study of current events,
Letters to absent children,
Morning exercises, and
Committee work.

March 12, 1909.

HISTORY:

Study of the fortifications which La Salle planned along the great rivers. Was La Salle's policy a far-seeing one?

Expression: Great interest shown in black-board drawings illustrating La Salle's experiences.

GEOGRAPHY:

Study of the whale, as type of animal of the frigid zone. Experiences of the class in travel, lectures, with books. We discussed the size of the whale, uses, how caught.

Expression: Reading from children's books, drawings on the board by teacher and class.

SPEECH, READING? ORAL READING & DRAMATIC ART:

Oral reading. Study of Aladdin and of Beauty and the Beast. Means: Syllabification simplifies the reading of difficult words.

During the week at the children's request the study of Hansel and Gretel was dramatized again.

Dramatic Art. Construction of first scene of the play of Sigurd the Volsung. Children voted on the name of the play and agreed on "Odin's Gift".

Means: Rereading of story of scene from the book. Replay- ing with different characters, and discussion of the form of a play. Writing of first scene for home work.

MATHEMATICS:

Quick addition. Problems on page 130 in Arithmetic. In wanting to know how far Alaska was we measured the distances from Chicago to that and other known places, using the scale given on the map, as the problems on page 130 are correlated with this.

SCIENCE:

As a conclusion in the work in science, I had the groups prepare morning exercise, this giving a good summary to the work of the quarter. Children who gave the morning exercise on Lumbering showed the action of cutting down a tree and with large charcoal pictures told the story of how the wood which they used in building their birdhouses, the pine, came from Michigan to Chicago. In the morning exercise on the study of the birds, children used stuffed birds in telling about the Winter birds, told why birds went to the South; with their pet pigeons and the owl, told about care of the birds, their habits and their peculiarities of feather, bill, claw, eyes, etc.; to show how light the feathers are and thus how well constructed a bird is for flight, they held up before the audience a pound of feathers which they had weighed out.

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FOURTH GRADE -- MISS LACKNER.

March 19, 1909.

HISTORY:

La Salle and Tontie and their followers take possession of the Mississippi Valley with all its inhabitants, in the name of the King of France.

Means: Reading from Parkman, class reading from board of La Salle's speech at the settlement of Louisiana. Discussion of the perseverance of La Salle and great honor gained for France.

GEOGRAPHY:

Letters written to children in the Mission School of Sitka, Alaska, asking questions about fur and gold industries. Effort was made for good penmanship from the standpoint of the form, so that these children might be able to read our letters. Ease of movement and rapidity will be worked out for next quarter, twenty minutes each day.

SPEECH, READING, ORAL READING AND DRAMATIC ART:

Oral Reading - Plays written by children were read. Choice of words and sentence structure criticised. Text referred to, "Sigurd the Volsung" for thought and better wording.

SCIENCE:

(a) Lumbering. Parts written out for morning exercise read aloud. Arranged in proper order. Stereopticon lecture, entire class taking part. This was a summary of the study of this industry. Questions of class, as well as eagerness displayed in seeing each picture showed that much had been gained from this study.

(b) Winter birds. Work in nature study note books was finished. Trip taken after school to the Wooded Island to see first robin. Only gulls were visible. Class re-wrote story of seeing flicker in January on the Midway, for the Reporter. Paper of boy showing greatest effort and interest was chosen. It was a good piece of work.

MATHEMATICS:

Board work in quick addition. Drill in uses of tens, fifteens and of repetition in adding numbers. More drill in number tables and games to make them automatic. Written test was given on problems in subtraction and addition, factoring and partition.

April 2, 1909.

HISTORY:

1. Conclusion of La Salle's life.
 2. Beginning of study of early Chicago as the fortified trading post.
- Means: Discussion of La Salle's far-seeing plan of fortification. Written character sketch of La Salle.

GEOGRAPHY:

Group 1 wrote letters to agent asking for Alaska folders called "Via Totem Pole Route". Some children are planning a trip for the summer using the map.

Means: Drawing of frigid country with icebergs and glaciers. Reading from books children have brought from home.

ORAL READING:

"Beauty and the Beast". Time spent at the beginning of the lesson in retelling in good form parts of the story for those who have been absent. Also study of difficult words.

MATHEMATICS:

Study of area in connection with garden work.

Means: Drawing on board of rectangular figure showing square units in one row, a number of rows, using numbers with the multiplication.

Mr. Halsey now has charge of the SCIENCE of this grade.

PRACTICE WORK:

Students are becoming acquainted with the groups listing the names of respective groups, classifying the children from the standpoint of the variation in interest of the class. Next critic meeting will be a discussion of discipline.

April 9, 1909.

HISTORY:

Study of the fortification of the Great Lakes and rivers.
Discussion of best places for forts.
Fortification of Chicago.
Carrying out La Salle's predictions.

GEOGRAPHY:

Reading about Alaska in geographies, discussion of what regions on the earth are cold and where glaciers are to be found. Careful study of pictures of glaciers.

ORAL READING:

"Aladdin and the Wonderful Lamp". Syllabication of difficult words. Story of "Beauty and the Beast" for study of beauty.

LITERATURE:

Study of Wordsworth's poem, "I Wandered Lonely as the Cloud". The real reason we gave this poem was because the children had modeled the daffodils in clay, and this was to give color and added appreciation of their modeling. The bed of crocuses just outside the window lent inspiration to the expression of the poem and better interpretation of it.

MATHEMATICS:

Page 56 and 57 in the arithmetic. Study of area. Children defined area in many different ways and ended up by writing in arithmetical language: "Area = $l \times w$ or length \times width;" or, "area + length is width, and area + width is length."

PRACTICE WORK:

Two students are preparing their plans this week, the double major and double minor student each spending two hours in the room every day. The other students one hour each. Each student will be able to practice only one-half the quarter as each class of children may have only one practice teacher a day.

April 16, 1909.

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HISTORY:

Chicago in 1800.
Fur-trading post.
Animals found here.
Sand dunes and swamps.

Why did the United States decide to fortify this place?

Expression: Reading from pamphlet "Historical Chicago". Drawings on board of early Chicago, showing Indians and their wigwams, trails leading down to the Chicago River, the oak trees on the ridge, the swamps, sand dunes, and the red, white and blue flag flying above the stockade, contrasted to the French flag which was used at St. Ignace.

GEOGRAPHY:

Letters and newspapers were received from Sitka, Alaska.
A stereopticon lecture on glaciers.

WRITING:

Three weeks' daily practice ten minutes each day. We have had good results in our movement. Children have done no writing of stories.

MATHEMATICS:

Study of area. Children have written brief statements showing class as imaging square units in a row, and number of rows.

LITERATURE:

Study of Regin and Sigurd told and read by teacher.

PRACTICE WORK:

Group two began work in oral reading under practice teacher on Browning's "How They Brought the Good News from Ghent to Aix".

FOURTH GRADE -- MISS LACKNER

Report for two weeks, ending
April 30, 1909.

HISTORY:

Building up picture of Chicago in 1803.

Study of the fort.

Method: drawing of fort on board, also maps from model of fort in the Chicago Historical Society.

Story told of building of the fort from the Fergus papers by John Wentworth. Also Vol. 1, History of Chicago.

Written description of early Chicago and how the fort came to be built here. Drawings by class on the board of map of the fort and picture.

GEOGRAPHY:

Student began teaching about wild animals of Africa.

Method: Pictures, drawings on board, books with pictures and good reading were given class. Thus class had opportunity to get information first hand.

LITERATURE:

Story of the welding of Sigurd's sword and killing of the dragon told in first lesson by teacher. The children were intensely interested, but said, "Won't you read it to us next time?" They evinced great interest in the beautiful poetic text. Only five children said they wished it had been written in prose.

The children have studied the poem "For Good Luck" by Julia Horatia Ewing. They committed it to memory for home work and by vote of the room on Monday one person will be chosen to recite it for May-day exercises. They learned it more quickly than any I have ever given them, and with more pleasure.

The student teacher, group two, is continuing with the analysis and reading of the poem, "How They Brought the Good News from Ghent to Aix".

MATHEMATICS:

Study of multiplication, beyond the tables.

SPELLING:

The fourth grade challenged the third grade to a spell-down, each grade giving twenty-five common words. Result was that only one child in third grade was spelled down, none in fourth.

Then Miss Black gave any words which the children had not studied, and the visitors' parents gave the children words until finally all were spelled down. It seems to me both forms of the spell-down are very valuable: To spell words that you have studied, correctly, and also to be able to spell correctly words which you have not studied.

WRITING:

The children are still practicing the movement and are beginning to do a little writing of exercises and stories, but have not applied the new method, though their form, position and ease in writing is greatly improved. The movement is not labored.

FOURTH GRADE -- MISS LACKNER.

May 7, 1909.

HISTORY:

The story of Chicago from 1803 to 1812. Material taken from the World's Chronicle for March, April and May, "Story of Chicago and National Development". Children are very much interested in the story of the massacre and the destruction of Fort Dearborn.

Means: Story was told by teacher, using drawings of maps, plans of the fort, pictures and books. Children wrote a description of the fort and why Chicago was chosen as its site.

READING, ORAL READING & DRAMATIC ART:

Literature The story from Sigurd the Volsung of the killing of the dragon, of Regin, the brother of Fafnir, the finding of the gold. The children have handled the reading of the poem, "How They Brought the Good News from Ghent to Aix" with great ease, proving that dramatic literature and plays which the children have written are of the greatest value for primary reading.

In reading the children have read their stories of early Chicago to the class.

MATHEMATICS:

The children have generalized about multiplication, have shown that all multiplication comes under the heads of the tables, providing one remembers the place value of the number, units and tens.

We are still finding areas of many imaginary garden plots, taking our own as a concrete example.

GEOGRAPHY:

Miss Meigs, the student teaching the wild animals of Africa has given the children a very good picture of the jungle and the animals that live there, by means of the great number of books brought from the library and pictures she has drawn both on paper and on the board. The children have done silent reading from the books too difficult to read aloud, and have told with pleasure what they have read, to the rest of the group.

SCIENCE:

Bird study is carried on incidentally. Children have brought in live birds, we have kept them in the cage during the day, studied them, described them, and for home work written descriptions and lists of the birds we have seen. The three birds caught this week were the whip-poor-will, sora rail and the olive backed thrush. At noon we have gone to the museum for stock specimens and the interest is so great that many of the children are purchasing their own bird books.

SPELLING:

The parents have contributed a list of words for the next spelling-match between the fourth and the third grades. The children are studying these words, eight at a time. We are continuing the practice with arm movement; every child can do the

exercises with a good movement.

PRACTICE WORK:

In this week's critic meeting, the characteristics of the fourth grade children were compared with those of other groups which students had visited in their own subjects. The students' intense study of the children in this grade has been most helpful because it has given them a very friendly interest in the children and this sympathy has resulted in very good work being done, both in geography and literature.

Miss Lackner

FOURTH GRADE -- MISS LACKNER.

May 14, 1909.

HISTORY:

Field trip to Chicago Historical Society. The purpose of the trip was to see a model of Fort Dearborn. Children were interested in names of streets, buildings named after men famous in Chicago's early history, in relics of early Chicago, pictures of men, and statuary; in the directories of Chicago from 1838; in books and maps. Children retold story of trip to other fourth grade which did not go. The story of Chicago's water supply was begun.

GEOGRAPHY:

Study of African elephant, his habits, food, enemies, how hunted and used by man.

READING:

Story of Old Settler of Chicago by Jennie Hall.

LITERATURE:

Reading by teacher of Sigurd's finding Brunhilda from the story of Sigurd the Volsung.

ORAL READING:

The poem "How Pleasant the Life of a Bird Must Be", by Mary Howitt.

MATHEMATICS:

Test in every way to see whether the tables are automatic. Have shown the relation of two tables to each other in twelve different ways.

PRACTICE WORK:

Discussion of difficulties in handling group. Students talked to group as one person and accepted answers from all at the same time. Interest of the student is greatest in the subject matter of the lesson. The children are so interested that discipline is not a question.

FOURTH GRADE -- MISS LACKNER.

May 21, 1909.

HISTORY:

Growth of the city.

Water supply

Uses of water

Early ways of getting water.

Study of piping in homes.

READING:

Jennie Hall - An Old Settler.

ORAL READING:

I. How They Brought The Good News.

II. How Pleasant The Life of a Bird Must Be - Mary Howitt.

GEOGRAPHY:

Study of Roosevelt's journey to Africa.

Naples to Mombasa

Animals he killed.

NUMBER:

Multiplication with two figures in multiplier.

Review of tables in these problems.

Homework on page 143 in arithmetic.

PRACTICE WORK:

Subject unity: lesson unity, class unity.

WRITING: good work in movement - speed - entire class working to count.

FOURTH GRADE -- MISS LACKNER

May 28, 1909.

HISTORY:

Water supply.

1. How does the water come to us in the houses now, i.e. what can we see of the water supply today?
2. The gradual development of Chicago's water supply.

Children showed keen interest in a model of the plumbing of a house obtained from the Domestic Science Department.

Studying invention through imaging conditions, and drawing on the board of improvements in the water supply. Pictures of people getting water from the Lake direct, from wells at first common, then individual wells, use of pumps, piping, leading on to the study of the present system of five cribs and ten pumping stations. Children wrote papers showing conditions of water supply in early Chicago.

GEOGRAPHY:

Roosevelt's trip to Africa. Use of map in tracing journey. Selections from Outlook, description of African animals.

Preparation for morning exercise caused review of entire subject.

Kipling's story of Toomai the Elephant read to the children, elephant dance resulting therefrom.

READING:

Jenny Hall's story of the Old Settler, which gives a vivid picture of the growth of a village. Continuation of reading "How They Brought the Good News from Ghent to Aix". Analysis of the poem. Interest has not flagged at all.

WRITING:

Children have large, free movement; they write to count. Exercises are changing from day to day, but nothing has been done with writing words.

MATHEMATICS:

Multiplication. Two figures in multiplier. Review of tables using board in quick work. Page 144 in arithmetic.

1. Reading of problem.
2. Writing statement to show how to solve.
3. Solution.
4. Answer.

Fourth
FOURTH GRADE -- MISS LACKNER.

June 4, 1909.

HISTORY:

Invention of the crib in connection with the study of water supply. Story told by teacher of the Carter Harrison crib. Visit of teachers to pump station to see tunnel excavation in limestone in preparation of field trip for Monday next. Maps drawn for class. Maps showing relationship between pumping station and cribs drawn by teacher.

GEOGRAPHY:

Conclusion of study of the tropics. Lecture given by Mr. Akeley who is being sent from the Chicago Field Museum to Africa where he will join the Roosevelt party. Expression: Letters written by children to Mr. Akeley asking him questions about his trip. Beginning of serious study of maps. Children made accurate maps of tops of their desks.

LITERATURE, READING, ORAL READING & DRAMATIC ART:

Reading: Study of Tom Thumb.

Oral Reading: John Gilpin.

Dramatic Art: The second scene of Sigurd dramatized.

Death of Sigmund.

Literature: For purpose of dramatization, re-reading of parts of Sigurd the Volsung.

ARITHMETIC: Page 144. Repetition of statements of problems. Drill in multiplication with two figures. Competitive games of the number tables.

FOURTH GRADE -- MISS LACKNER.

June 11, 1909.

HISTORY: Conclusion of study of Chicago's water supply.

Visit to pumping station and tunnel excavation. The feature that interested the children especially was the trip into the tunnel 155 feet below the surface of the lake. This tunnel is the largest of its kind and most unusual because of the fact that it is built into the solid limestone rock. The vastness of this civic undertaking impressed itself upon the children as it had never before. The influence of this field trip was felt in mathematics, literature, geography and history.

GEOGRAPHY: Map, working to scale, of top of desk, school room, and rooms at home.

LITERATURE: Climax of the study of literature is the giving of the play entitled "Odin's Gift" at the Spring Festival. This is a very simple play of one scene and not in costume. Children have prepared and rewritten the same, correcting and improving it as becoming critical in their choice of words. The accepted version was finally printed for the class, so that each child has a perfect copy. Reading of the story of Tom Thumb finished.

MATHEMATICS: After the visit to the pumping station children originated problems in regard to the amount of water pumped by each engine for a day, and all the engines together and all the pumping stations together. They wrote the problems as statements and solved them.

WRITING: In writing much of the time has been given to rewriting the play, as that was a piece of work required from every child for the year. Also letters have been written to children who have had to miss school on account of illness.

January

SPELLING:

Children are planning to continue their study of spelling during the summer.

CRITIC MEETING:

The last critic meeting the subject of voluntary and involuntary attention was discussed, and the best means of holding the minds of the pupils to the work at hand.