THIRD GRADE, JESSIE ELIZABETH BLACK.

Jan.8, 1909.

General notes: For reasons of economy reference will be made by page in the course of study to each subject. When the courses in History, Geography, Mathematics and English were in the process of making virtually as they stand now, the present teacher happened to be teaching in Grade 3, and had the opportunity and advantage of aiding and shaping the plan of the work of that grade. Suggested changes will therefore be few, and will be in the nature of additions. Later notes will be more brief.

PRACTICE WORK: Practice work in history or reading and nature-study organized with four students this week. Observation next week, practice work to begin the week after.

WOOD WORK, Page 23 c.of s.

Drawing of plan. The feeling himself a cause in the choice of work to be executed by himself. Independence and determination and steadiness noticed in lessons immediately following Wood Work this week. Great motor training in the early stages of the problem involving sawing etc.

Suggestion: Omit making freight cars from grade work, because it requires too much time in proportion to its value in motor training and skill, and in the history work with which it is correlated. It has not been done for several years. Include making leaf press which is work perfectly adapted to Grade 3 from the manual training standpoint, and very valuable in the nature study.

NATURE STUDY, Page 32.

Study of immediate environment in relation to children themselves.

1.Seasonal changes.

a.Observation of remarkable changes in temperature. Correlated arithmetic work in addition and subtraction of degrees on there mometer as aids in getting clearer concepts of meteorological changes.

b.Excursion to garden, Jan.7th.. Observation of temperature, snow covering, depth of frozen earth (some digging done by children) winter condition of birds. Comparison with conditions October 7th (garden party) and November 7th (harvesting). Observation of birds feeding on bread and suet hung on the trees for birds' Christmas, Dec. 23rd.

2.Continuation of bulb work (Narcissus and Chinese lily).

a.Comparison of the amount, etc. of growth under conditions in basement from December 23rd to Jan.4th and amount, etc. under schoolroom conditions.

b. Observations with experiments on plants. This is repeated from some work done in December. It includes transpiration and evaporation conditions for growth, the rate, etc. In COOKING work the evaporation is reinforcing these ideas.

Written Work. On these points in note book, very simple, as an aid to accurate thinking and accurate written expression.

Suggestion: That bulb work be made the major part of the indoor written work because of its varied possibilities in direct physical stimuli for perception, the varied simple and prophetic problems it sets up for solution, the appeal to growing interests, to attention, choice and action fostering individuality, original research.

HAND WORK IN ART: Planning envelops to hold brown prints of Narcissus, lily, and leaves.

~~New work.~~ Psychological, pedagogical experiment in group work in nature study. See "Social Education", Chapter 6, by Colin Scott, Ginn & Company, 1908, referring to pedagogical experiments in group work made by present third-grade teacher.

Note. (After Christmas recess our interest ~~xxxxiex~~ in the work chosen and carried on by certain pupils:

I. Two pupils E and M, interest keener, continued work durin vacation.
II. Five pupils slightly duller.
III. One pupil interest apparently senile.

Note. After re-stimulation:

I. Two pupils E and M interest increasing. Great work in initiative in E.

II. Three pupils interest revived, 2 doubtful.
III. One, D, interest senile.

GEOGRAPHY, Page 40.

Consciousness as cognative in particularly dealt with. Simple geographic imagery of typ region, Greece, continued. Indented coast and island emphasized. Oral work and pictures used. Transition from picture record to conventional representation. Pupils used map of journey of Odysseue from Troy to Ithaca.

HISTORY, Page 49. Continuation of work from the Odyssey. Special attention to consciousness as cognition. Odysseus enters his hall as a beggar. Oral reading from Palmer's Translation of the Odyssey.. Parts of pages 302 to 310 read by the teacher. Pupils oral reading from Burt's Study of Odysseus written of Odysseus.

Manners and customs as shown in life in the Homeric Hall of Odysseus, review of plan of house and clothing.. New points, feasting customs, Dissassociation; Greek ideals of hospitality compared with ours.. Two brief written exercises on Greek home to be given to Grade 6, also engaged in studying Greek topics.

ORAL ENGLISH. Pupils told many adventures orally with new pupils and training students as their audience, as a means of organizing their knowledge and socializing their expression of it.

ENGLISH, COMPOSITION. Composition (Pupils suggesting, criticising and changing orally, as teacher writes at board).. "The Hare and the Tortoise" for the ~~Work Plan~~ Book" which is being compiled for Grade 2. Pupils made use of Aesop's version of the fable into dramatic form, playing bits where necessary to make it clear, simple and playable for the younger children. Excellent opportunity for social service ideas, use of judgment, growth in literary taste, beside good conditions for gains in skill in English composition, punctuation, etc.

SPELLING. List of new words demanded by written work on Greek House, Hare and the Tortoise and "Our Bulbs" added to the dictionary or spelling book. Review of old lists in blackboard game.

Literature and Oral Reading: Consciousness as feeling as well as

cognition to be considered. Many of the varied interests now provided for under other subjects are met here, for example, the deep interest in the fairy lore, in pure nonsense and in rhythm for its own sake. Poems used this week, Keat's "Fairy Song", Shakespeare's "Ariel Song", Lewis Carroll's "Father William".

Have suggested to Miss Fleming additions to the C.of S. of certain classic fairy poems from Shakespeare, Lily, Keats and Scott, in which pupils' interest is intense, and the placing of "Robert of Lincoln", "Volsunga Saga" in Fourth Grade, where they are really used.

Articulation, enunciation, etc. Noticeable low curve, slurring, mumbling, etc. No training in articulation given this week..

EXERCISES in assembly given December 7th by Grade 3. Stories chosen and prepared and told by children.. Thought: The small thinking animal succeeds where the great strong braggart fails. This exercise gave particular opportunity for wholesome development of social feelings and development of volition.

GYMNASTICS, Page 83. Physical exercises including marching, running in the room. Competitive games. Health curve high. About 90% since December 1st. Vitality, vigor, general tone high. ~~Additional~~ attention span slightly shorter. Fatigue signs frequent this week after vacation..

MATHEMATICS, Page 93. Since the middle of December have been on "Plateau" requiring much training or drill for advancement in proficiency. This week the ~~perception~~ muscular ~~and~~ space perception emphasized instead of visular space perception in training. Meyers' Arithmetic Pages 29 to 33 provide many easy problems inaddition and subtraction. Have discussed both his text books with Mr. Meyers, and agree with him that his new book should supersede the one now in use because of

a. Better material
b. Better arrangement.

Suggestion: That reference to keeping accounts be omitted from course of study, ~~and~~ that is now done in Grade 8, and that definite work in measurements of temperature and time be inserted.

THE UNIVERSITY ELEMENTARY SCHOOL

Program for Third Grade, Winter Semester, 1909, Room 189, J.E.Black, Teacher

Hours	Monday	Tuesday	Wednesday	Thursday	Friday
9	Math	Written Work	Math	Written work	Written work
9:30	Written w.	Math.	Written w.	Math	Geog.
9:30	Gym.	Math	Cooking	Math	Geog.
10	Math.	Geog.	Math	Geog.	Cooking
10	Wood	Geog.	Cooking	Geog.	Literature Oral Reading
10:25	Hist.	O.Reading Literature	O.Reading Literature	Gym.	Cooking
10:25	Wood	Assembly	Training	Assembly	Training
11	Recess	Recess	Recess	Recess	Recess
11	Music	Gym.	Music	Written	Dancing
11:30	Wood		Hist.	Hist.	
11:30	Hist.	Hist.	Hist.	Literature	Dancing
12	Wood	Music	Written	Music	
1		Drawing	Science C	Drawing	Wood
1:30		Nature	Wood	Nature	Science C
1:30		Nature	Dictionary	Nature	Wood
2		Drawing	Wood	Drawing	Dictionary.

THIRD GRADE, JESSIE E. BLACK, TEACHER.

Jan.15, 1909.

PRACTICE WORK, p.32.
Critic Meeting Discussion:
1. The children to be taught.
2. The work to be presented.
3. Brief reports of lessons observed.

NATURE STUDY:
Seasonal changes.
Comparison of present meteorological condition with conditions last week.
Notes on trip to garden elaborated and written.
These compositions read orally and amended.

Bulb Work.
Bulbs examined in basement.
Discovery of cause of differences in development, as over-crowding and deep planting.
Re-potting of backward bulbs.
Developed bulbs brought up to room and watched under varying conditions.
Reports made to class by group engaged in psychological-pedagogical experiment.

GEOGRAPHY, p.40.
Simple work on type region, Greece, reviewed and concluded by following wanderings of Odysseus.
Points emphasized:
1. Points of compass, directions on map, position of places in relation to other places.
2. Island, peninsula, rugged coast, mountain landscape and sea pictures.
Expression: Individual sand maps made.
Oral exposition and description.

HISTORY: p.49.
Continuation of Adventures of Odysseus.
pp.310 to 312 read aloud by teacher.
Oral reading from Story of Odysseus by Burt - pp.176 - 183.
Recognition by Euryclera.
Composition of dramatic unit "The Recognition".
Playing of same.
Written Expression. Short compositions:
1. Scylla & Charybdis
2. Odysseus and the Swineherd.

LITERATURE or
ORAL ENGLISH, p.65:

1.Reading of favorite poems.
2.Continuation of work on fairy lyrics.

Lyrics studied: 1.Fairy Dance by Lyly, and
2.Fairy Song by Keats.

Pupils composed:1.dances,and, 2.music to express ideas in these lyrics. Training in oral expression, rhythm, and in articulation, using lyrics as motives and means.

ENGLISH COMPOSITION:

Continuation of activity "Short Play Book" made for Grade II, using same methods and motives. "Lion and Mouse" and "Fox and Grapes", composed, written and illustrated.

SPELLING:

List of words needed in written composition added to spelling book. These lists are now printed by eighth grade for third grade.

MATHEMATICS:

Still on "plateau". Emphasis on rapidity and correctness in training in subtraction. Papers of pupils now marked, if correct. Special training given to weak pupils.

THIRD GRADE, JESSIE ELIZABETH BLACK.

Jan.22, 1909.

PRACTICE WORK.

Organization.

Subjects taught during practice periods: history, oral reading, and nature study. Topics from these subjects have been selected, preparation made, and plans written by practice students.

Teachers in practice: two in history, one in oral reading, one in nature study, and one in general observation.

Time - Each student

1.teaches three or four half-hour lessons,
2.spends one hour in the room observing pupils under teaching in her own or other subjects, and in doing general school-room tasks,
3.makes written or oral reports on special points assigned for observation and reading,
4.discusses in the weekly critic meeting of one hour, subjects that arise related to her work in practice.

Critic Meeting Discussion for this week.

Reading.

a.Psychological view
b.pedagogical questions (general)
c.a and b applied to the immediate problem of teaching reading in the three subjects now in practice.

NATURE STUDY p.32:

I.Seasonal changes.

a.Discovery of seedlings growing in soil brought from garden Jan.7th.
b.Observation of results of freezing on plants and acquarum water frozen in windows.

II.Bulb Work.

a.Report of self-organized group to class on points observed, conditions adhered to in experiment, etc. One result was notable development of questioning attitude in class. Individual experiments begun by different children.
b. Pupils measured three plants under conditions:

1 in dark
1 in shade
1 in sunshine.

1.Found that the one kept in the shade had grown the most in one week. Judgments after conditions were imaged.
2.Special discoveries: one bulb developing roots, water in blossoms, implanted bulb developing without water or soil..

GEOGRAPHY:p.40.

Beginnings of interest in causal relations in processes as related to the new fiord and glacial forms noticed in the children. These germs are to be watched and reports of growth (if any) to be reported to geog. department.

Topics..

General picture of Norway attempted.

1.Points: fiord, mountains, glaciers.
2.Method: pupils aided in picturing Norway (image vague anduncertain) by means of

a.following graphic descriptions
b.asking questions of teachers and at home

c.expression of various sorts, especially gesture, causing motor consequences which fix the images, - e.g. vertical walls of fiord, falls, jagged mountain forms, slopes and movement of glaciers; sand model of fiord, pictures made at blackboard of Norwegian mountains, etc.
d.Materials: pictures, oral accounts of trip to Norway and chalk model of glacier.

HISTORY.:
Topic: The return of Odysseus.
Movement of work thru the week.
1.Oral reading by teacher from Palmer's translation of Odyssey.
2.Oral reading by pupils of same points from Burt's Odyssey.
3.Oral composition of the beginning of the play "Odysseus:the Trial of the Bow", by pupils.
4.Dramatic expression of the same.
5.a Training in 3 in forms of written expression;e.g., punctuation, capitalization, sentence recognition and spelling.
b Development in 4 of effectiveness, or the relation between means and end in oral speech, with emphasis on personal attitude as feeling and attention, and on gesture as the form of expression.
c Written expression. "Odysseus and the Swineherd II".

LITERATURE OR ORAL ENGLISH:
Topics.
Fairy lyrics:a.Ariel's song - Shaks
b.Song for a Dance - Beaumont.
Emphasis placed this week on rhythm and on musical effects. Social point: pupils composed a dance for lyric b and gave it to the class in dancing.
Training: Memorizing lyrics and marking their rhythm, modulating the voice to express various fairy elements.

ENGLISH COMPOSITION:

Combination of activity "Short Play Book"made for Grade II, using some methods and motives.
Advance noticed in:
1.attention and organization in the form of functional activity, language.
2.rapidity and accuracy in judgments made (e.g. which ideas and expressions are adapted to Grade II).
3.facility of expression.
4.skill in the formal side of expression of ideas - same as point 5 - a under History.

SPELLING:
Spelling lists still learned by means of eye and hand. Small improvement in accuracy noted.

PENMANSHIP:
Forms of letter very slightly iiproved, though training is given in writing them. No gain in rapidity noted.

MATHEMATICS:

1.Problems involving subtraction and addition as demanded in Cooking and nature study, - e.g. - difference in height of bulbs grown under different conditions.

q.Training in processes of subtraction and addition continued. Short process in addition recognizing combinations making 10. Emphasis placed on neatness and arrangement of work and on accuracy of the same.

Stating the value of Morning Exercises, by Jessie E. Black.
Given at Faculty Meeting, Jan. 11, 1909.

Related to the social ideals of the school as a place where all live together, is the tradition of the morning exercises as the common meeting ground.

When Dr. Frank McMurray of Teacher's College studied the general exercise as it existed under Col. Parker's regime, he called it one of the best methods that had come under his observation of cultivating in a school the social habit of mind - the social service idea.

He pointed out that

1. It broadened the children's horizon.
2. That large numbers there gathered were invaluable in cultivating the altruistic spirit.
3. That the opportunity was great for the stimulation of the group spirit when the child finds himself one of many engaged in work for a common end.

I have collected statements made by various teachers in this school regarding the values of the assembly. The following are some of them. Their scope is rather remarkable. If the values are even partial rather than as full as the teachers who made them seem to think they are, we have here educative opportunities second to none in the school.

1. When the pupils plan and work out the exercise, it cultivates initiative and powers of organization.
2. The very conditions of the assembly - the audience and the children filled with something to tell, constitute perfect conditions for cultivating the powers of expression - conditions which make with absolute directness for the true social spirit.
3. Opportunities for pupils to gain a sense of power, and freedom in oral speech.
4. It gives an opportunity for invention and literary creation - serves as a climax for class work which it vivifies thereby.
5. It sharpens observation, since the experiences of vacations and excursions are sure to be used there.
6. Awakens new interests - sometimes starts a pupil who hears an exercise on an altogether new and valuable line of investigation.
7. Gives an emotional experience of worth - the quickened sympathy and the joy which comes of signing together as a family.
8. It gives an opportunity in both preparation and presentation for consideration and judgment, comparison of what and how a thing should be given.

In the primaries the exercises have been excellent, - educative, varied, interesting. But we should like definite statements or suggestions touching such points as:

1. What training for technique (as in pupils speaking plainly) should there be?
2. How can the exercise be made more personal in its appeal to little children (as by encouraging them to ask questions informally during it)?

SOME CONSIDERATION ON UNITY IN THE ELEMENTARY SCHOOL.
GIVEN AT FACULTY MEETING JAN.25, 1909, BY JESSIE ELIZABETH BLACK.

"At this time when "moral and religious education" is attracting the attention of all interested in education, it is noticeable that every discussion, whatever its subject is somewhat colored by the prevailing idea that the final good is not the objective, but rather the invisible, the ideal striven for.

We are familiar with the notion of the Church, as invisible, ideal, with its foundations laid in "faith, the substance of things hopedfor, the evidence of things not seen". May not the school be conceived of in much the same way? If we can consider it, too, reverently, as a force, an idea, making for righteousness, then we can apprehend its essential unity, as we never can if we think of it as a building with certain facilities or even as an organized set of activities carried on in that building. The school is an organic spiritual unity. It is a movement of life thru certain external forms back to life again. The unity is not to be found in the material objective factors in the process - but within the inner life which moves the organism to the realization of its purpose.

Everything must exist in idea before it can exist in objective reality and the function of such objective reality is to realize the idea - this thing, not made with hands, eternal in the heavens, which created it.

This idea has brought forth our objective school - the fact that it is a growing idea has determined that the objective school as a process should advance. Now we teachers are factors in the advancement, but only in proportion as we grasp the idea of, and work for, the school as a whole can we further the highest advancement of the school as a unit. To illustrate: a visiting educator was suggesting certain additions to be made in the department of one of our teachers to whome he was talking. "Yes", she returned, "but this school must first build up certain other departments - the money should go there." He turned upon her in astonishment and said, "If you were in my school I wouldn't have you in my department. You are not loyal to your department. No matter what else is weak, you should think first, last and always of your department."

Now there is just the point:- our teachers do not think "first, last and always" of their departments. Their reaction toward such a situation tests at once their apprehension of the problem of the school as a unit and their feeling and action regarding it. For we are something quite different, as a faculty, from a dozen or two different individuals working in departments. That is the notion of limitation or selfishness which persists in shifting the center of gravity to any place but the center. As teachers we are "unitarians of a united world" - our school, and to state the matter in social or relational terms is to re-emphasize our solidarity.

To take James' delightful concrete illustration. "Take a dozen words and twelve men and tell to each one word. Then jam the men in a bunch and let each think of his word as intently as he will; nowhere will there be a consciousness of the whole sentence. The private minds do not agglomerate into a higher compound mind."
(Vol.1, p.160.)

"If, however", Mr. Giddings in his "Sociology" remarks, (p.141) "each of these men communicate his word to the others, andby dint of mutual suggestion the sentencebe united in the consciousness of each, the group may be regarded as of one mind - a unity, and the sentence, a result of coöperation, is a social product." The application to our particular case is easily made.

Now it is, to besure, (as you are no doubt thinking) after all, the individual who contributes to social progress. But this service cannot be rendered in isolation. Only by purposeful coöperation - as Mr. Vincent makes so clear in "Social Mind in Education" - are the best and most permanent results secured. Economy of effort the modern political economists iterate and reiterate implies coöperation with friendly forces, instead of apathy or opposition to them. It seems almost like celebrating platitudes to be stating this notion to this body. The Elementary School is built on it: it is part and parcel of our best activities, but for that very reason it is well to scrutinize the thing keenly often, lest we fall into thinking of it vaguely - as one might say "moral" or "interesting" or "good-looking" instead of recognizing it in its real dynamic power.

Our ideal of unity seems to be more real, more practical in effects than the monism of the best schools I've visited in the West or in the East. Our problems seem to be how to foster and extend, rather than, (as I've found in many schools) how to fix the notion.

UNITY IN ORGANIZATION:

Size. What shall be the size of our school, ideally? Is it too bulky? Could unity be better preserved in a smaller school? "What is the standard of size?" (asks Socrates in Plato's Republic) "The following, I conceive: so long as the city can grow without abandoning its unity, up to that point it may be allowed to grow - but not beyond it".

Growth in numbers is not necessarily an occasion for congratulation, ultimately. It may be one of the factors in bringing about commonality, instead of that distinction in both fact and reputation which the school has enjoyed. Certain it is that the large groups of children in class rooms encourage the adoption of measures and ideals by the instructors, that make for imposed and surface unity such as are used where masses are congregated, instead of the real unity we value.

A faculty constantly increasing in numbers, need not, on the other hand, make for disunion. Working with a clear idea of the basis of unity, and under a leader with vision and a keen scientific sense, we may enlarge in such fashion that the highest dreams of the older members of the faculty may become facts. Such is our present outlook.

UNITY IN GOVERNMENT:

Just as in education there may be the bias toward the individualistic or toward the social view, so in the government of the school we may view the two opposed ideas. In an assembly, runs the first theory, there are but a few very wise headsand these should deliberate and rule, if the wisest, best results are to be obtained. In an assembly, runs the social or democratic view, there must be many ideas of value and many views, all of which may well be used for the good of all.

These two views, almost as stated, I've heard advanced by different members of the faculty. This may account for the fact that such a large proportion of the work and the forming of opinion in our town-meeting, the faculty-meeting, is done by a few. Is it worth while, in the interests of unity, to encourage a more general expression of opinion, let us say?

The faculty meeting presents another interesting psychological study related to the topic under consideration. Every normal act of consciousness is a unity with the three aspects of cognition, emotion and volition. This meeting, if we hold to the notion of a unified faculty - must be its mind at work, its consciousness. Have you observed that though the thinking or cognitive phase is always evident, there is often a paleness or lack of fire in the emotional response, while the willing, the volition is sometimes almost lacking! Is not this a breaking up (or at least a mistaken emphasis) of what should be balanced? Let me illustrate before continuing. At one meeting last year it was decided that the faculty sit on the platform in morning exercises. There was faculty action on it: it became a law. When the next morning exercise came it became evident that the volitional element was lacking in the thing. I for one did not sit on the platform. Nothing happened. The thing did not come up again, so far as I remember. What was the trouble? "The unity of the self is the will" Mr. Dewey insists. It is the self realizing itself. The will inshort, constitutes the meaning of knowledge and of feeling.

In our meetings we often repeat discussions and re-arrive at conclusions, the data and occasion for which have not changed. It is not the intellectual processes as such that demand repetition. Rather it is the feeling regarding the ideas on the will, the determination to do the things decided upon, that require galvanizing. No doubt theadvantage of a Head will be felt here, in particular.

Certain situations have crystallized all too quickly. It is possible that there may be found to be greater unity of effort, for instance, when the program is much more flexible, though apparently and on the surface less a unified school organization. Mr. Gillet is even now putting his energies to that problem.

In certain other places there is an element of sophistication. Brief as has been the period of organization, we arealready used to certain details of organization. For example, one person has in our experiences in other schools always been responsible for a grade and has stayed in it year after year. Another has, especially in academic experiences been responsible, not for the children, but for some phase of work given to the children. Point Loma School has shown us that the instructor who gives special work may at the same time be responsible for certain physical welfare, with great success. In the best Norwegian schools the teacher - mother frequently moves with her brood. Would it not be wise to make

some such experiments in organization as these - to segregate the subnormals for part of the time, for instance.

Again, we find our idea of unity in danger of being caught, struggling for life, between two absolutely inconsistent necessities, e.g., we decide that unity of action in the school demands that all grades go together in order, from one recitation to the next. An eighth grade, perhaps, decides that conduct is to be organized from personal initiative and responsibility and considers it economy of time and energy to arrive at a recitation individually. What is the line of meeting such a contingency? What is school unity in such an issue?

Activities that make for unity.

Surely no other school has so many activities that positively make for unity..

1st, the assemblies, so lately considered of high value as a family meeting place. When the hall large enough for us all to meet together is an actuality, then we will realize ourselves even more fully as "of one people and one tribe".

2nd, the holiday parties and the inter-grade parties, the latter little used as yetthis year, are opportunities for pupils to feel their social relations to more than their own groups.
3rd, the informal and formal visiting of higher grades by pupils in the grades lower, the exchange of courtesies in varied ways as the making or writing of things by one grade for another needing them, are devices worth using.
4th, the playground and the court where children of all ages play together and where the older become the natural protectors of the younger, is an area where most natural unity can be seen.
5th, the lunch room should be just such a spot.
6th, the museum and the library are natural centers not yet used in full.
7th, our Reporter furnishes an opportunity for the school to write and to work for one object.
8th, our calendar, enlisting the efforts, interests, and abilities of both pupils and teachers, goesx still farther and is one of the notable activities making for social unity and unity of educational effort.
9th, the Host of the Day plan, gives, where it is carried out, a pedagogical-social opportunity. Although much may be gathered in general discussions of the work of the school as a whole, it is quite thinkable that a teacher may become so involved in her own special details of teaching a craft or a grade, that she may actually fail to get a proper conception of her little contribution in its relation to the whole. Indeed, the habit of seeing our own bit as so disproportionately large in comparison with every other thing, together with the insidious disease of over-working (on our own work, of course) should make us welcome any force which commands us to drop our own immediate work and forces us to get a glimpse of what the whole thing really is, anyhow!
10th, exhibits in the school give to all something of the same opportunity.

Some tendencies that make for disunion:

Conversely, we must face, quite as frankly, the tendencies that make for scatteration of force, for inharmony, or for cleavage.

Apparently our dangers lie along the paths of:

1. not really grasping the idea or the possibilities in unity.
2. failing to practically use and foster what unity we have.

The second is the greater danger with us. "So know the right, and approve it, too - Condemn the wrong, and yet the wrong pursue".

In a convincing little study of "Selfishness in Every Day Ethics" Cabot speaks of "the expanding opportunity in our relation to other people." Our fixed habit of busyness with our own affairs as our own affairs, militates against this expanding process. It is sophistry to claim that if each does his work well, the school will prosper. We are our brother's keeper in the most definite sense. Our school is called a social school: we preach "social relations" and yet as teachers, practice little pedagogical sociability among each other while under this roof. There is always the tendency for the small social group outside the school to remain the small social group inside the school. It is easier and pleasanter, beside having certain other positive values. We are so busy that it is difficult to concern about things and people that do not obviously toudh our individual work.

"No one speaks to me except to further her own particular work in some way," was the observation once of a new teacher in our school. Everyone of us will account for this on the score of busy-ness, but if our ideals are working ideals, if the work of each one really is related and unified in the pupil's consciousness, then the work is a unit and we are logically driven to "unselfishness in everyday ethics".

A definite suggestion might be timely here and is hereby referred to the social committee. On Mondays let the faculty, so far as possible, lunch from 12:10 to 12:40, at one large table in the lunch-room, there making provision for informal discussions, chatting or what not among all members.

There are other lines of cleavage. Mr. Judd, we are glad to know, intends to organize affairs so that the gaps and breaks in the practice work will disappear.

Other tendencies can readily be turned toward a greater solidarity, - as the danger of losing sight of the central problem when much of the faculty business is done by committees.

Indeed, so real, so positive, and so pervasive is this spiritual element of unity in our school, that it must, as a dynamic force, direct the objective reality in ways that make for full realization of our educational ideals.

THIRD GRADE - JESSIE ELIZABETH BLACK

Jan.29, 1909.

PRACTICE WORK.
Critic Meeting Discussion.
I.The Basis of Order.
II.Detail discussion of lesson observed by all.
a.things attempted by teacher
b.means used
c.actual results obtained
d.varied reactions from different children with possible reasons.
e.reconstruction in imagination of same lesson on improvements suggested under a, b & c.

NATURE STUDY p.32:
Topics
Comparison of rate of evaporation in bulbs - growing and in potato (cooking work). Pupils worked out an experiment to show rate of evaporation of water in vessels of different surface sizes but same amount of water.
Observation of bulb growing under glass bell, without soil - experiment suggested by special "Nature study" group. Moisture observed on inside of jar, slowness of growth noted as compared with bulbs with roots in water ; varied questions asked by children.

Expression
Writing of notes in nature note book,drawing of bulbs to show points observed, oral discussions, and reading of poem "Under theground".

GEOGRAPHY p.40:
"General Picture of Norway" continued with same topics and methods. Questions asked by children in the course of the work, and submitted to Geography Department to aid in solving query as to when interest in causal relations and in processes begins. These are noted here. Where the same sort of question was asked it was not repeated.
1. No river runs into the lake in this picture: how does the water get there?
2. How does this glacier stick together? Why doesn't it fall like a snow slide?
3.How can that green Norwegian farm lie so close to the glacier?
4.Why does the glacier come down one side and not the other side of the mountain?
5.Why is the snow on top of the mountain, when the mountain top is nearer the sun than the valley is?
6.How were the fiords made at the start? (Reasonable theories then suggested.)
7.Where does all the water in these pictures come from?
8.Were the mountains pushed up or worn off?
9.Whatis this in the picture? (A frequent question).

HISTORY:
The play "Odysseus" continued with same topics and methods.

LITERATURE OR ORAL ENGLISH:
Topics
Fairy Lyrics
a. Hie Away - Sir Walter Scott.
b. Fairy Song - Keats (repeated)
Pupils composed music and dances, individually and in groups, to express varied ideas and rhythm in a. Suggestion: that this experimental work be observed, noted in detail and preserved as throwing some light on the relations between the idea and its expression in young children.
Illus. In a class of 16, free to choose expression of a.
2 chose to dance it separately
9 chose to dance in groups, each group comferring before dancing
2 chose to sing all or part
2 chose to draw a pic ture
1 chose to repeat it orally

ENGLISH COMPOSITION:
Conclusion of activity "Short Play Book." Same general points. Letters about school happenings written to people visiting in Florida. Training on technique of letter writing - viz., heading, address.

SPELLING:
Spelling shows a sudden jump in development (on the De Vries theory 1) not great, but decided, with a new interest in words as words.

PENMANSHIP:
United with the formal spelling lessons this week. Emphasis on forms of loop letters. Special practice just before writing lists of words collected by teacher from words used and asked for in written exercises.

MATHEMATICS:
1. Multiplication is needed in recipes in cooking just now. The process taught as a rapid method of adding like numbers. Changing of units to tens, tens to hundreds, etc. taught. Then followed training for rapidity in that process. Training in process of multiplication and in "proof".

DRAMA MADE AND GIVEN BY GRADE III.

THE RETURN OF ODYSSEUS.

ACT I.

ACTION: Banquet hall. Servants enter hall with food. Melanthios fills goblets with wine. Odysseus goes around begging.

KTESIPPOS: "I wish to give the beggar a present."
ACTION: He hurls an ox's foot at Odysseus. Odysseus dodges it.
TELEMACHOS: "It is well for you that you did not hit the poor old man, for my sharp spear would have pinned you to the wall, and instead of a wedding feast you would have had a burial here."
ACTION: Penelope enters the room and takes her seat upon the throne before the suitors. Athene moves Penelope's mind to go up stairs and get Odysseus' bow and arrow. She weeps as she takes Odysseus' bow. Penelope takes her place before the suitors.
PENELOPE: "You have been at my table eating and drinking, thinking that you could win me as a bride. The one who can shoot this arrow through all twelve axes shall be my husband." Swineherd, place the axes and give the bow to the suitors."
ACTION: Telemachos tries three times. Then Odysseus motions to him to stop. Suitors try, but all fail. Odysseus goes up to Telemachos.
ODYSSEUS: "Let me take the bow and test my strength."
ACTION: Suitors frown and grumble, now Odysseus takes the bow and tries the string, and shoots through all twelve axes' heads.
ODYSSEUS: "Now I will change my target."
ACTION: Odysseus, the swineherd and the goatherd shoot at the suitors. Telemachos goes to the armory and leaves the door open. Melanthios slips in the open door and supplies the suitors with arms. All the suitors are slain.

ACT II.

ACTION: Penelope is lying in her royal chamber, upstairs. Eurycleia announces the return of Odysseus.
EURYCLEIA: "Awake, Penelope, dear child and see with your own eyes what you have hoped to see this many a day. Odysseus has come home at last and has slain the haughty suitors."
PENELOPE: "Do not mock me".
EURYCLEIA: "Dear child, I do not mock you. It is Odysseus."
ACTION: Penelope springing from her bed falls on the woman's neck and weeps. Now she ceases her weeping angoes down to the great hall where her lord is sitting in the firelight. Silently, she sits down opposite him. Amazement fills her heart. She does not know him for the mean clothes he wears.
TELEMACHOS: "Mother, hard mother, why do you hold aloof when my father comes home after twenty year of toil!"
ODYSSEUS: "She will x soon know me better."
ACTION: All but Penelope go out. She stands alone by the fire wondering how she can prove her lord. Telemachus and Odysseus

re-enter with fresh and shiny raiment.

PENELOPE: "Odysseus, do you remember how before you left Ithaca you had Eurycleia move your massive bed and make it up with soft, white fleeces?"

ODYSSEUS: "Woman, these are bitter words. I built the bed myself around an olive tree, and only the gods could move it. "

ACTION: As Odysseus says this Penelope knows it is her lord, for they were the only ones who knew the secret. Bursting into tears she runs into his arms.

GRADE THREE - JESSIE ELIZABETH BLACK

Feb. 5, 1909.

PRACTICE WORK:

General movement of work up to date.

Units completed: topics:

I. History:- The Return of Odysseus

II. Oral Reading : Sea Poems

III. Nature Study - Bulb Development.

All student teachers have now had opportunities in (a) organizing a unit of work; (b) testing their theories by practical work under good conditions; (c) studying reactions of children under conditions initiated and controlled by:

1. student teacher, or
2. children;

(d) practicalwork in the forms of expression: Oral reading, English composition, oral, writing, drawing.

I has had dramatic expression, II singing and dancing, and III painting in addition to the other forms.

The student teachers show, beside a reasonable advance in skill, a notable gain in confidence and enthusiasm, occasioned partly by carrying on to successful completion plans originated and worked out largely by themselves.

CRITIC MEETINGS, FEB. 8 and Feb. 15.

I. Preparation:

1. Read "Literary Expression in the Third Grade" by Jessie E. Black in "The Elementary School Teacher," June, 1908.
2. Observations made, in different grades.

II. Discussion of the following questions in the light of observations in the school, made:

1. already, during irregular visiting
2. this week and next during observation period - Enquire for and visit classes of any grade where oral or written composition is in progress.

Points.

1. Which experiences do you find demand expression in words rather than in drawing, making, etc.
2. What ideas have you found being stated in, a, narrative, b, drama, c, lyric, or d, exposition? Discuss why the particular form was used.
3. What is the reaction of the children to these different forms?

THIRD GRADE - JESSIE ELIZABETH BLACK.

Feb. 5, 1909.

NATURE STUDY:

Topics.

I. Continuation of study of growth of bulb without soil; blighted plants with possible causes; observation of plants growing under various conditions, with final decision as to best conditions for growth; development of seedlings in soil dug from garden.

Expression: writing of notes in note book; writing of brief exercise, "Which Grew Best"; colored drawing of bulb.

Note

Interest veered from general observations of all, to particular observations of plants owned by individuals, immediately after generalizations weremade as to best conditions for growth. Special "group work"mcontinued before seessions. Discoveries always first by some member of the group.

II. Winter condition of animals. Cecropia moth. Observation of cocoon.

Expression: Drawing, painting and cutting of moth.

GEOGRAPHY:

Same topics and methods continued.

Expression: sand model of fiord and of plateau with mountains. Oral reading of "Entering the Fiord".

HISTORY:

Drama of Odysseus completed and played for Grades I and IV. Values are in development of initiative, constructive - imagination, adaptation of means to end, team work for end kept steadily in mind, obedience to decisions of group; in the freeing of avenues of expression, (especially voice and gesture with certain unexpressive and self-conscious children) in the games in English composition.

LITERATURE OR ORAL ENGLISH:

Topics.

Sea Poems

"A Wet Sheet" - Allen Cunningham

"The Sea! The Sea!" - Barry Cornwall

"The Merman" (part) Tennyson

"A Life on the Ocean Wave"

Emphasis on the oral expression of picture or mood suggested in the lyrics.

ENGLISH COMPOSITION:

Letter writing to absent pupils continued with training on headings, endings, and paragraphing. Composition of simple invitations to Play of Odysseus.

SPELLING:

STUDY OF COMMON WORDS USED IN WRITTEN WORK DURING THE DAY continued. Words learned by writing. Oral spelling introduced - great difficulty noted as compared with written.

Third Grade - Miss Black - #3.

PENMANSHIP:

Same as last week.

MATHEMATICS:

Multiplication emphasized. One pupil visited a large institution and brought statistics regarding amounts of food eaten at a meal, amounts in storage rooms, etc. that required work in multiplication to give us clear ideas. - e.g.

35 gallons of milk used; one pint mug per boy at the table. Find how many boys were there.

THIRD GRADE - JESSIE ELIZABETH BLACK

Feb.12, 1909.

PRACTICE WORK:
Continuation of work as outlined last week.
Critic Meeting Discussion as stated for Feb.8 & 15th.

NATURE STUDY:
Topic
1.Evaporation: concluding work involving generalizations regarding relations between amount of surface exposed and amount of evaporation.
2.Observation of and discussion on the pruning of trees on the "Midway" and park.
3.Bulbs: examination of poorly developed bulbs, leading to conclusions regarding correct planting, drainage, etc.
Reading "Waiting to Grow" and "Talking in their Sleep".
Writing Notes made on "Bulbs".

HISTORY:
Topics
1.Stories of Abraham Lincoln told and read by pupils. Preparation for, and discussion of, Lincoln exercises.
2.Beginning of Norsework. Norse mythology: making of the world, stories of Befrost, Heimdal, Odin, etc.

LITERATURE AND ORAL ENGLISH:
1.Oral reading of ten poems (eight reviewed) chosen by pupils from their reading book, Stevenson's "Child's Garden of Verse".
2.Silent and oral reading of nonsense verses of Lear, Carroll, etc.
Aims: direct efforts toward securing:
1.ease and fluency in expression
2.ability to convey an emotion - as humor - to hearers.
3.distinctness of articulation

1.Sea verses, including the elements rhythm, simple metres, suiting of language to emotions and idea. The results are crude, simple, but full of feeling, picturesque, and often musical.
2.Continuation of short written compositions
1.The Norse World
2.Ymer

SPELLING:
List of words recently transferred to spelling book, included. Oral spelling continued as an aid to written spelling.

PENMANSHIP:
Work at blackboard during training in spelling, for rapidity and improved form of letters. Special attention to same points during written composition period.

MATHEMATICS:
Topic: Finding of simple area. To complete point 1 in Nature Study, pupils wished and needed to know the areas of the

Miss Black - #2.

surfaces exposed to evaporation.

a. In the learning process the graphic step has been emphasized, this week, geometrizing the idea in mathematics - e.g. picturing through objects, gesture, and drawing the areas 3 x 3, 4 x 4, and 4 x 8 needed in the evaporation experiments. Special attention has been given to seeing many surfaces as made up of rows of squares.

b. Generalization, or "algebraized" arithmetic, e.g. "length times breadth equals area" has not as yet been dwelt upon, though a few pupils are ready for it.

c. The reflex-action step, or drill was used in this connection for readiness in seeing the number of squares in a row, numbers of rows, etc. Tables of 3's and 4's.

GRADE III - JESSIE ELIZABETH BLACK

Feb.19, 1909.

CRITIC MEETING DISCUSSION

CHILD STUDY:
Review what academic work you may have had in psychology, child study, pedagogy etc. that will throw any light upon the following topics:
I.Note differences in the two groups as such shown a during the composing and playing of the two dramas, or b during any parallel work you choose.
II. Note differences (state these in writing) in varied reaction, - "esprit de corps", responsibility, interest in different activities, and ability in the subjects of study.
III. Select and study as to(a) possible cause, (b) social effect on other members of the group, and (c) our part in the development of:
a. leaders
b. prodogies
c. weaklings
d. "average" children.

NATURE STUDY:
Topics.
1. Seasonal study: snow
2. Further experiment to show rate of evaporation in differently shaped vessels.
Expression
3.Brown prints of bulb blossoms made.
Oral reading, brief written exercises and notes on points 1 & 2.

GEOGRAPHY:
Topic: Norway.
I.Study of pictures of Norway.
II.A talk by Mrs.Gudrun Thorne-Thomsen answering children's accumulated questions on Norway.
[illegible] physiographic conditions.
b.winter in Norway.
III. Expression:
1.oral discussion of points I & II, leading to clearer images, new judgments.
2.blackboard chalk modelling of coast of Norway and of fiord.
3.written lesson on "The Fiord".

HISTORY:
Norse work continued. Group I is making the attack from the detailed stories of Norse gods: group II is beginning with the text-book, "Viking Tales" which deals with Harald. The two groups make social exchanges of oral and written stories, pictures, etc.
Efforts are being made for sequence, accuracy, and holding to the point in the recitals and in the shorter units written.

LITERATURE & ORAL ENGLISH:
1. Silent reading of classical tales Puss in Boots, Jack and the Beanstalk, etc. to be told to class.

2. Oral Reading of selection from "Snow-Bound" - Whit.. "First Snowfall", Lowell. "The Frost", Coolidge.

3. Repeating and memorizing of parts of sea poems.

Aims: efforts toward securing:
1. rapidity or quantity in silent reading.
2. Appreciation of beauty (simple elements) in winter poems.
3. habit of memorizing verses.

ENGLISH COMPOSITION:
1. Sea verses, including elements already noted.
2. Short compositions.
Miner's Fountain
The Making of Sif's Hair.

SPELLING:
Same work continued. Emphasis on oral spelling of words needed in reading (without memorizing) and of words needed in written work (with memorizing). Review of the words of the week in an oral "spell down".

PENMANSHIP:
Same efforts as were made last week.

MATHEMATICS:
Principal problems of the week were geometrical.
I. The problem of making circles, concentric circles, etc. was isolated from the work in textiles where it was needed in drawing plans for pen-wipers, and dealt with formally in arithmetic.
1. terms circumference, diameter, and radius learned.
2. idea of controlling size of circle by changing radius, grasped.
3. training given in use of "circle makers", in dividing circles, in inscribing a square in a circle and in drawing concentric circles.

II. The problems of finding the areas of the three vessels used in the experiments in evaporation. (3" x 3", 4" x 4", and 4" x 8") and the comparison of the areas, was isolated from nature study and dealt with formally in arithmetic.
1. areas of surfaces 3" x 3", 4" x 4", and 4" x 8" found,
2. Training given in finding the number of square units in a row and the number in a row.
3. Comparison of the result 9 sq.in. with the results 16 sq.in. and 32 sq.in. using subtraction. Comparison of the results 16 sq.in. and 32 sq.in., using partition and division.

GRADE III --- JESSIE ELIZABETH BLACK.

Feb. 26, 1909.

PRACTICE WORK

Deatils given under HISTORY and NATURE STUDY.
Critic Meeting Discussion as stated on Feb.19 - Child Study - NATURE STUDY.

Topics:
1. Study of moss and air plant sent to pupils from Florida.
2. Study of drainage of potted plants.
3. Beginning of spring work on the bee.

Reading
The Story of the Bee.

Writing
1. Writing of letter to pupil in Florida reviewing points in nature study.
2. Writing of notes on experiments.

GEOGRAPHY:

Topic:Norway.

I. Study of picture of Norway showing life in the "saeter" and life in the village. Study carried on by
a. brief intense attention centered on one picture by each child, followed by a change of picture.
b. expression in some form of the object - that is, the result of perception. Expression used: sand modelling, chalk modelling at board, pantomime, and oral communication.

There were unusual opportunities in this work for the teachers to observe:
1. the inter-relation of stimulus and response, on the field of attention.
2. the perceiving of a thing as the inhibiting of motor responses.
3. the meaning of a thing as indicated by the pupil's response to it.
4. learning as a social process.

HISTORY:

Norse work continued. Topics:
1. Relations between old Norse geography and stories.
2. Silent and oral reading from "Viking Tales" by Hall as a text book, of Norse manners and customs.
3. Dramatization of events in the first part of the book that are full of action. Opportunities here are many for the development of initiative, power to organize, ability to express ideas gained thru the silent reading, etc.
4. Oral and written recitals (brief) of stories read.

SPEECH, READING, ORAL READING & DRAMATIC ART:

Topics:
1. Reading of poems of fancy from grade text-book - Stevenson's "Child's Garden of Verses".

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2. Reading of prose as noted in History and Nature aStudy.
3. Dramatization noted under History.

Some of the verses on "The Sea" made by third grade pupils:

See the birds up in the sky
And look at the water below,
It seems to me when the water dashes so high,
It almost meets the sky.
Josephine Darrow.

I love to be on the deep blue sea
When the waves are dashing high.
And the ships are going by the land
And a mermaid swimming by.

The light house tower is very high
It seems to reach into the sky
It shows the ships where danger lies
From sunset till the sun does rise.
Ernest Loeb.

Don't you wish you could live on the open sea,
When the whitecaps dash and the boat tosses high?
The captain calls to his men at the oars
Now pull away, pull away all.
Charlotte Montgomery.

At Sea.
As I walked on the ship,
I listened and heard the thunder
And saw the lightning and the black clouds rise
And knew there was going to be a storm.
A storm is rising my boys,
The sea is rolling high
The wind is blowing loud.
The rain is falling fast.
Evelyn Dixon.

SPELLING:
New lists memorized.
Emphasis placed on manifold writing in the learning process.

PENMANSHIP:
Special attention to form and ease. Crayon at board and pencil and pen used at seats.

MATHEMATICS:
Special attention directed to conditions of problems stated.
1. Work from pp. 35, 39 and 41 of text book.
2. Continuation and completion of geometrical problems on circles. Circles divided into thirds and sixths. Advance in skill in the mechanical processes involved.

GRADE III -- JESSIE ELIZABETH BLACK.
March 5, 1909.

Practice Work.

Critic Meeting

The Recitation

I. The end or meaning of the recitation
Consider: 1. age of children
2. subject considered
3. response as testing meaning
4. consider one point, - (as interrelation of stimulus and response), both as end and means.

II. Means or agencies 1. Stimulations of various sorts
2. consider one agency in detail: questioning.

Direct your daily observations so you may see the principles underlying the visible work -- for this week, the recitation.

NATURE STUDY:

Topics:

1. The Bee
a. Observations of hive under winter conditions.
b. Reading of "Story of the Bee".
c. Reproduction of parts of the reading that deal with the metamorphosis of the bee

2. Seasonal Changes.
a. Lesson out of doors: observation of oak, willow, elm, cottonwood, shrubs, etc. Comparison of appearance same trees and shrubs in autumn and in mid-winter.
b. Lesson on the wind continued from same work in Second Grade. Writing of paragraph founded on "The Wind" by Stevenson.

GEOGRAPHY:

Topic:

Norway.
a. Study of pictures and objects illustrating manners and customs of Norway.
b. Oral discussion of manners and customs of Norway.
c. Black-board and charcoal sketching of mountain road to "saster", Norwegian houses, "skis", etc.

Note: The process of relating one concept to another consciously in the form of a judgment is particularly frequent in this work.

HISTORY:

Topic:

Norse work (continued)
a. Tales of Viking heroes read from text-book, then dramatized.
b. Analysis of pictures in "Viking Tales". Written lists made of best illustrations of Norse costumes, furniture, etc. for reference in painting, drawing, etc. in connection with work on "Norse House".
c. Stories under a re-organized and told by pupils to others.
d. Stories under A re-organized for the purpose of writing. Efforts made for brevity, compression, unity. Stories then written.

Note : In this work the memory images are so chnged intrinsically in the process of recall as to be termed imagination. Judgments, too, are frequently made.

READING, ORAL READING AND DRAMATIC EXPRESSION:

Oral Reading.

Verse: Stevenson's "Northwest Passage".

Prose: Lewis Carroll's "Alice in Wonderland", -- chosenfor its effects on children's fancy and sense of humor and on the purity and ease of their English diction.

Original Dramas and Dances.

Pupils compose, rehearse and give crude short plays based on any of their varied interests. The plots, characters, dances, etc. are sometimes plainly drawn from sources familiar to all; sometimes they are partly imitative and partly original; rarely are they entirely original. The teacher does not direct this work; she observes it, and in common with the rest of the audience - the children not in the play - demands that the thing shown be easily understood.

Aims) a. To develop that significant basic factor, the dramatic instinct, not to develop dramatic talent.

b. To develop more fully the relation between stimulation and response that appears as rhythm.

c. To build upon the foundation of movements already in action merely impulsively, - real voluntary control.

d. To use those dynamic phases of consciousness so strong in dramatic activities, - attention and interest - as organizing activities.

e. To satisfy some of the social needs thru free, self-organized group work.

Notes:

I. The dramatic instinct has appeared in various ways. Examples of types:

a. A group of boys have drawn a permanent stage on the blackboard. On this, at recess time, they sketch pictures showing various activities, erasing one scene as a new one takes form in their minds. The boys supply dialogue, and the drama appears to become more complex from day to day. Questions: Is this merely an excess of activity following motor pathways? Aside from the very evident advance in ability to express the ideas that crowd for utterance,what are the other absolute values in this overflow of nervous energy?

b.A group of girls have organized out of school to give plays in school. The coherence of their organization is suggested by the rules they made:

1. "You must mind the one who is getting up the play, but she mustn't be bossy.

2. "If you don't like any part of the play we are making, say how you think it should be and then we'll all tell w which we like best.

3. "We'll take turns in getting up plays and in being Odysseus, Penelope, or any of the people we all want to be."

c. Certain children have taken to writing out long stories, using the conventional machinery of lost child, wedding of the princess, etc. in original ways. These they use during the

weekly dramatic periods as "prompt books".

II. There appears to be some law in this dramatic work somewhat akin to "Weber's law", or to the "Law of diminishing returns" in political economy! It runs somewhat like this:

When the original stimulus is slight, an addition to it often produces a very noticeable result in the response. When the stimulus is already so strong that it sets free nearly all the energy that the child is capable of using, the same addition to the stimulus produces almost no appreciable result. There seem to be differences in the working out of this law worth careful investigation,

1. inactivity directed by the teacher
2. inactivity imitated and conducted by the child.

ENGLISH COMPOSITION: Noted under other subjects.

SPELLING: Spelling lists continued. Emphasis on responsibility for correct spelling in short written exercises.

MATHEMATICS:

a. Problems involving the use of the tables of 6.
b. Building up tables of 6's by graphic illustrations. Training on table of 6's.

GRADE III-- JESSIE ELIZABETH BLACK.

March 12, 1909.

Critic Meeting, Monday March 15th.

Education as a Socializing Process.
Social phases of:
1. Stimulus and response.
2. Initiative
3. Suggestion
4. Communication, or a <u>return</u> of some sort.

1. Angell Psychology - chap.16
2. Judd " " 10
3. Baldwin Mental Development, chaps.9 and 10.
4. James Talks to Teachers, chap.5.
5. Dewey School and Society.
6. Scott - Social Education.

NATURE STUDY:

<u>Topics</u>

1. Slips. Prepared box, (arranged for drainage, etc.) trimmed coleus and geranium slips and planted them.

2. Birds. Spring work on birds begun. Pupils of Grade IV gave us a talk on birds, how to make and where to place bird-boxes.

3. Review of certain points of second grade work on cotton and pine, using material sent by schoolmate from South Carolina.

GEOGRAPHY:

Topic: Norway.

1. Life in the mountains. Reading, discussion and drawing (snow-field and glacier).
2. Review of points made during three weeks.

HISTORY:

Continuation of work in last week's outline.

SPEECH, ORAL READING, READING & DRAMATIC ART:

1. Continuation of work as noted last week on "Alice in Wonderland".

Suggestion: The work is so well adapted in spirit, appeal and form to children of the <u>third grade</u> that I suggest including it in the plan of the year's work as one of the longer, more ambitious studies.

2. The pupils gave for their parents a number of the dramas they had made by themselves or under direction. See "Social opportunities".

Morning exercises on Fairy Lyrics given by third grade pupils to the primary grades - as an illustration of one type of morning exercise, it is appended:

Miss Black - #2.

Fairy Lyrics

1. Fairies of Caldon Low - Mary Howitt
2. Up the Airy Mountain - Cunningham
3. The Merman and the Mermaid (part) Tennyson
4. Original Music for the Mermaid - Third Grade.
5. The Elf and the Dormouse - Oliver Herford.
6. Song of the Fairies - Lyly (Elizabethan period).
7. Original Dance for "By the Moon" - Third Grade
8. Where the Bee Sucks - Shakespere
9. Hie Away - Walter Scott
10. Fairy Song - Keats
11. The Fairy Fiddler - Nora Perry
12. Original Fairy Verses - Third Grade.

Type of Original Fairy Verse.

When the fairies are tired they lie down to sleep
Among the sweet flowers until the stars peep
Then they cry out, "Let's dance in a ring
While we sing a song dance and sing!"

Charlotte M.

SPELLING:

Study of lists of common words used in written work, continued.
Pupils gave a spell-down for their parents.

PENMANSHIP:

On a "plateau" in penmanship - Same points as noted last week.

MATHEMATICS:

Special attention given to problems arising from the luncheon given by the pupils to their parents. Costs of food, lists of provisions, marketing, actual cost of the luncheon, reducing and multiplying recipes used for the cake, etc.

SOCIAL OPPORTUNITIES:

This week the children gave a luncheon, and a series of dramas and plays to their parents and other grown relatives.

1. For the luncheon the children under direction planned the menu, marketed, prepared the food, cured the raisins in their cake, modelled the pottery, sugar bowls, decorated the tables, made the menu cards, wrote invitations, served the luncheon.
2. For the dramas, the children, with less supervision than for the luncheon, selected certain plays from among those already given, made up new ones and gave them with joyous abandon and unconsciousness.

In both activities the children felt their responsibilities, responded pretty fully to the unusual social stimulus, and steadied themselves constantly in order to carry out successfully their plans.

The majority of the pupils were conscious of their enlarged social opportunities and were happy to serve their friends both individually and in groups. One result seems to be increased sensitiveness to opportunities for social service - e.g. - they are now planning to teach their folk games and dances to their brothers and sisters during a dancing period.

GRADE III - JESSIE ELIZABETH BLACK.

March 19, 1909.

PRACTICE WORK:
Critic Meeting.
Social Relations continued from last week.

NATURE STUDY:
Topics:
a. Brief review of work done with bulbs. Conclusions reached on certain questions that have been unsettled for three months, while the pupils have been observing and collecting evidence.
b. Lesson on condensation following the observations on evaporation.
c. Lesson in the garden: identification of trees without leaves, position of the sun as compared with position December 21st. Simple explanation of Vernal Equinox.

GEOGRAPHY:
Topic - Norway & Fishing.
a. Study of pictures showing fishing boats, tackle, catches, etc.
b. Reading "Fishing in Norway".
c. Oral discussion of Norwegian methods of fishing with other methods seen or heard about.
d. Blackboard drawing of square-sailed fish boat on the smooth waters.

HISTORY:
Topic - Norse stories (continued).
a. Oral telling of "Regaining Thor's Hammer","Thor's Fishing" and "Sif's Hair".
b. Oral reading of "Harald is King", "Foes' Fear" and "Olaf's Fight".
c. Written paragraph, both dictated and original on parts of a.
d. Dramatic representation of "Regaining Thor's Hammer" by division I, and "The Viking Raid" by division II.

READING, ORAL READING, LITERATURE:
Topic - Alice in Wonderland (continued).
1. Oral reading of units from the book.
2. Telling of some of the stories .
Note This reading is seized with avidity, the situations grasped rather fully, and the humor appreciated greatly. It appears to favor freedom, facility, and varied and appropriate expression in the oral reading.

SPELLING:
a. Spelling books or dictionaries evened up to date.
b. New lists selected from words used in written lessons, spelled orally and written.

MATHEMATICS:
a. Emphasis on problems involving division, p.43, Meyer's Arithmetic.

b. Work on discriminating between the part given and the part required in each problem.

c. Review of problems involving the fundamental operations, for the purpose of giving opportunity to judge which operation must be used.

THIRD GRADE -- JESSIE ELIZABETH BLACK.

April 2, 1909.

PRACTICE WORK:
Directed observation of lessons given by critic teacher.
No critic meeting.

NATURE STUDY:
Spring Work
I. Work in garden.
Grade III has been given charge of currant bushes, beside care of grade garden. Children pruned the bushes, cleaned out weeds from about their roots and dug and piled up the soil about roots, all under instructions from the gardener. The work was done in groups, two or three pupils writing in the work about one bush.

II. Indoor work
Planting of seeds for experimental work - for recognition of plants, and for use in cooking lessons.
Radish and parsley planted in individual crocks: lettuce planted in one large box.
Points emphasized: thickness in sowing, depth of covering, watering, method of measuring rows and keeping lines straight with cord - this last is in preparation for garden work, later.

HISTORY
Continuation of Viking Tales
Reading from "Viking Tales".
Composition of Viking play "Olaf at the Farm" begun. Composition of Viking song (the words) for the play. Oral discussion of manners and customs of Vikings as needed in making the play. Drawing of boats, war implements, etc. at the board. Completion of spelling book covers with Norse designs.

GEOGRAPHY:
1. Brief review and completion of the quarter's work on Norway. This included oral expression and blackboard drawing.
2. Oral lesson on Lapland - climate, people, animals, etc. to connect the work on Norway with the lessons to be given on the Arctic regions.

SPEECH, READING, ORAL READING & DRAMATIC ART:
1. "Alice in Wonderland" (continued) in oral reading. Small, simple units dramatized.
2. Exercises in articulation, etc. to improve speech.

SPELLING:
Lists continued.
Work on spelling of words in a given paragraph to be used later in written work.

MATHEMATICS:
1. Continuation of work on stating what is given, what required, and how the problem is to be solved.
2. Review of quarter's work on fundamental operations.

GRADE III--JESSIE ELIZABETH BLACK.

April 9, 1909.

PRACTICE WORK

Organization

Subjects taught during practice periods: history (mainly), geography and nature study, in part. Topics from these subjects have been selected, preparation made, and plans written by practice students.

Teachers in practice: four in history, (two of whom will also teach related topics in history), one special practice teacher in nature study.

Time. Each student

1. teaches two or three half-hour lessons per week.
2. spends time just before school begins (when children are free) and one hour in the room observing pupils and under teaching and in doing general school-room tasks.
3. makes written or oral reports on special topics assigned for observation and reading.
4. discusses in the weekly critic meeting of one hour, subjects that arise related to her work in practice.

CRITIC MEETING

1. Organization of time, subjects, etc. in detail.
2. Reports of practice on observations of certain children.
3. Suggestions by students of points for discussion in critic meetings for the quarter. Answers to questions asked.

NATURE STUDY:

Planting of peas in soil. Planting of peas in sawdust for detailed study of germination. Planting of parsley and sweet abyssum in individual crocks for individual study and care by one group and planting of sweet abyssum, lettuce, radish, and nasturtium, in individual crocks by the other group.

HISTORY:

Continuation of Viking Tales.

1. Composition of "Olaf at the Farm" continued, and part of it played as dramatized.
2. Oral reading of "The Sea Fight".
3. Making (paper cutting and painting) of vikings, churls and ladies for the miniature Norse hall. The children studied the pictures, texts, and notes in their "Viking Tales" to gain data for the details of the costumes and personal appearance of the people made.

GEOGRAPHY:

Beginning of work on Arctic Zone, outline p.41.

1. Careful study of pictures of Arctic scenery. Each pupil studied one picture without oral discussion, but with questions, with the intention of reading from it the temperature (approximately), the occupations of the people, kinds of animal, contour of the country, etc.
2. Oral accounts of Arctic explorations and reading from writings of Nansen and Peary (brief graphic bits) by teacher. Discussion of same, including review of Eskimo work done in Grade I.

3. Chalk modelling of Arctic scenery including ice-floe and glacier.

4. For seat work the pupils examined the books, especially the many illustrations, from which the teacher had read aloud.

SPEECH, READING, ORAL READING & DRAMATIC ART:

1. "Alice in Wonderland" continued in oral reading. Emphasis placed on dialog, and on the individual rendering of longer sections at once; e.g. a page or two by one pupil.

2. In the weekly period for original plays various groups (self-organized and self-directed) presented crude, but lively dramatizations of

1. Alice and the Dutchess (mostly pantomime).
2. Alice and the caterpillar (book used for dialog).
3. Nansen and the Bear (evidently made up from the vivid description read during the geography period from Nansen's "Farthest North").

SPELLING:

New word lists learned. Written and oral spelling of same continued. Memorizing and learning of spelling of

a. Spring Song
b. Green Things Growing (one stanza).

ARITHMETIC:

1. Beginning of work of drawing to a scale to be used in work in the garden. Problems on drawing to a scale - p.4 and used.
2. Review and continuation of work on measurements.
3. Quick work on tables, using "visualizing cards".

GRADE III -- JESSIE ELIZABETH BLACK.

April 16, 1909.

PRACTICE WORK.

Critic Meeting

Topic: Reading

Informal discussion of:

1. "Reading is thinking".
2. "Attention" and "expression" in reading.
3. Child's motives in reading (involving such considerations as interest, audience in oral reading, etc.)
4. Teacher's motives in reading (involving such considerations as training in attention and expression).
5. Skill - how gained in general - how gained in individual cases.

NATURE STUDY:

Indoor Work

1. Observation, before school, of group and individual planting results - e.g. young lettuce plants straining to the light, ground broken by young peas, etc.
2. Study of plants germinating in saw-dust.
3. Discussion of stereopticon lecture on birds of the vicinity.
4. Written review of observations in form of a letter to the teacher unable to go to the park.

Outdoor Work

Trip to the park to observe birds, rosette and other plants appearing, blossoms on cottonwood, maple, etc. Eight kinds of birds identified by casual or by quiet observation - three identified later from bird-books.

GEOGRAPHY:

Arctic Work (continued)

1. Study of pictures and of illustrated copies of Nansen's "First Crossing of Greenland", "My Arctic Journal", Mrs. Peary, "The Children of the Cold", Schwatka.
2. Discussion of appearance and habits of arctic animals and of Eskimos.
3. Reading from Robt. Peary's book, "Snowland Folk".
4. Drawing on black-board before school of pictures illustrating the points under 1, 2 & 3.

HISTORY:

Continuation of Norse work.

I. Reading (from "Viking Tales").
"Harald's Vow", "Gyda's Message", description of Norse hall and store house.

II. Composition. Short dramatic unit:

Harald's New Name

Scene: In the feast hall of the Earl.
People: Harald and his men, the Earl, Guthorm.
Action: Harold and his men are feasting. They eat meat and bread from platters. They pass the mead horns around.
Harald: My friends, I have kept my vow, have I not?

Men: You have! You have! A brave vow! You are king of all Norway.
Harald: Then I may cut my long hair.
Action: The Earl rises. Harald bows his head. The Earl cuts off the yellow locks. He puts a gold band about Harald's head.
Men: (softly) Harald looks like a king, now.
Earl: (loudly) You are no longer Harald Shockhead. You are Harald Hairfair, King of Norway.
Men: (calling) Harald Hairfair! King of Norway!

Method. Pupils read the story. Composition made, step by step by pupils, one suggesting a bit, another adding or changing, etc. and the teacher writing the drama on the blackboard as it is composed.

III. Expression

Making of storehouse and of throne - chair for feast hall. Directions for making were read by pupils and then followed without oral dictation. The painting involved in the making was done without directions but from descriptions read previously.

SPEECH, READING, ORAL READING AND DRAMATIC ART:

1. Training in articulation to remedy slovenly consonant articulation.
2. Continuation of oral reading of "Alice in Wonderland". Interest is sustained, situations enjoyed, and shades of meaning discriminated equally, apparently by girls and boys.
3. Emphasis on improvement in conveying the meaning of the crude original dramas given. Suggestions given by child-audience to child-players as to how the play could be made clearer.

ARITHMETIC:

The subject for the week: drawing to a scale.

1. Measuring garden allotted to the grade using yard measure.
2. Changing measurements 7 yards by 5 yards, to feet, to half feet and to inches.
3. Drawing a plan of the garden, using side of one inch to oneyard.
4. Drawing plans of other plots using different scales.
5. Work on drawing to a scale, pages 47 and 48, Meyers' Arithmetic.

GRADE III -- JESSIE ELIZABETH BLACK.

April 23, 1909.

PRACTICE WORK
Critic Meeting Topic: Management.
I. Order
1. What is meant by order under varying conditions?
2. Motives appealed to in securing it.
3. Values to the child in keeping "order".
4. Discussion of some familiar school mottoes as applied to order, - e.g. "Everything to help and nothing to hinder", "Responsibility".
II. Other topics under Management, as best ways of managing board-work, study period, seating, use of pictures, passing to classes, etc.

NATURE STUDY:
Indoor Work
I. Continuation of work in germination.
II. Writing of accounts of Nature Study.
Outdoor Work
I. Trip to Jackson to study
a. birds
b. condition of shrubbery and trees
c. spring coloring (for art work later).
II. Work in garden
a. measuring plot and beds
b. preparing ground.

GEOGRAPHY:
Arctic work continued. Points selected for emphasis in giving class a picture of the region, were selected from questions asked by the children. These questions came in response to this inquiry made by the teacher after the children had used pictures and text (slightly) in book already mentioned on Arctic regions and explorers:
What do you want most to find out about these regions and the expeditions to them?
Children's questions:
1. Starting from here, how could one get to the N. pole?
2. In what country is the N. pole? Is it cold all over that country or just at the N. pole?
3. I read that from the N. pole everything is S. How can that be?
4. Have the Eskimos the same stars as we have or different ones? Explain what becomes of the sun in the long winter night.
5. How did the explorers put up their tents? catch fish? kill the animals?
6. How are the northern lights lit?
7. How is the distance from the N. pole measured if no one has ever been so far north?
8. Where does the wood for the explorers' sleds, grow? How do the men dress?
9. In the pictures the northern rabbits look just like ours. If the climate is so cold why aren't they different?
10. How do explorers climb the rough, icy places.
11. Why do men go there if they may starve to death? - What do they do it for?

12. Is there rock or earth or just more snow under the snow? How cold does it get far north and how warm?
13. Where do plants stop growing and what kind of plants live farthest north?

HISTORY:

Viking Tales continued. Reading from "Viking Tales". Recitation on Viking fights and boats. Making of model of boat from cardboard. Cutting and coloring of boats for scene. Composition of lyric (Viking Song) by individual pupils.

SPEECH, ORAL READING & DRAMATIC ART:

Oral reading of:

I. Spring Songs, e.g. "Spring" by Thomas Nash.
II. "Alice in Wonderland" by Lewis Carroll.

PENMANSHIP:

Penmanship, given five minutes a day for the last two weeks, is now given fifteen or twenty minutes each day. The work, (along the lines of the Palmer Method) emphasizes position and movement at present.

SPELLING:

Emphasis on the correct spelling of words not included in given lists. Preparation for "spell-down" with Grade IV.

ARITHMETIC:

Work in arithmetic pp.48, 49, 50 and 51, emphasizing statements of problems. Oral and written statements are based on the equations. Training work on table of 6's.

GRADE III -- JESSIE ELIZABETH BLACK.

April 30,,1909.

PRACTICE WORK:

Critic Meeting

Topic: Miscellaneous Discussion of topics, questions, difficulties, etc. as suggested by the four students in practice. An effort was made in this discussion to give practical help on varied and individual difficulties met in the teaching.

NATURE STUDY:

I. Indoor Work continued as noted before. In addition, the the children wrote out an account of the processes used in making the individual and group gardens. Children care for their plants in the room between or before sessions.

II. Outdoor Work.

1. Planted beans, peas, radish, lettuce, and parsley in the garden. Two children work in one bed except in the long flower-bed where sweet abyssum, candy tuft, nasturtium, marigold and salvia are planted by the entire group and in the potato and corn row where a small group has charge. The children as a rule chose their vegetables and flowers for planting.

2. Further pruning of currant bushes.

3. Observation of birds, beetles, etc., and general development of trees and shrubs.

GEOGRAPHY:

Arctic work continued.

Topics for the week: 1. Arctic animals; their habits, uses made of parts, hunting, etc. 2. Arctic plants.

In this work attempts are made to follow somewhat the lines of inquiry suggested by the children themselves as noted last week.

HISTORY:

1. Reading orally from "Viking Tales".

2. Oral discussion of the parts read - particularly "Journey to Iceland".

3. Sand modelling and use of simple map to aid in imaging the movement westward from Norway toward America.

SPEECH, ORAL READING & DRAMATIC ART:

I. Continuation of "Alice in Wonderland" and the reading of favorite selections in verse, from "Poems Every Child Should Know" in Oral Reading.

II. Composition and playing of:

1. "Harold Keeps His Vow".

2. three brief original dramas in Dramatic Art.

PENMANSHIP:

Continued as before noted. Position and movement still emphasized mostly: a slight emphasis now placed on form during the lessons.

ARITHMETIC:

I. Review work: fundamental operations, tables to 7's, simple

mensuration, etc. in formal work.

II. Continuation of work on mensuration growing out of garden measuring; e.g. drawing to such scales as 1 in. to 1 yd., 1 in. to 8 ft., and (in geography) 1" to 50 mi. and 1 in. to 100 mi.

THIRD GRADE -- JESSIE E. BLACK.

May 7, 1909.

PRACTICE WORK:
CRITIC MEETING.
Topic: The Individual Lesson. Discussion with individual students at different times instead of in a general meeting, this week.

NATURE STUDY:
Outdoor Work.
1.Trip to Jackson Park. Work on birds, earthworms, recognition of shrubs and trees, observations on development of same. Notes were taken without teacher's directions.
2.Identification of plants that have come up in individual and in group gardens. Thinning of plants.
3.Planting of Hepaticas found on Saturday's field trip, in wild-flower garden.
Indoor Work.
1.Written exercise from unorganized notes taken out of doors.
2.Study of birds, (for bird recognition,) from colored bird pictures. Crayon drawings made of certain birds seen out of doors and recognized from pictures.
3.Transplanting coleus into crocks.
4.Observation and care (such as watering) of plants growing in the school-room. This work is done before school and is undirected and not supplemented by adult suggestions: neglected plants die.

GEOGRAPHY:
Arctic work concluded.
1.Silent reading for detailed information, and also study of pictures from numerous books and magazine articles on life in northern regions.
2.Discussion from preparation noted above.
3.Review of points made upon the topic. Review of pictures and blackboard drawings during review of points made.
4.Trip to green-house for purposes of comparison of Arctics with Tropics and for a beginning of work on Tropics.

PENMANSHIP:
Continued as before noted. New exercises introduced for form, but familiar exercises for position, movement and speed.

HISTORY:
1.Reading of "Journey to Shetlands and Orkneys", "Homes in Iceland".
2.Written composition of brief play by each division.
3.Making of the rest of the furniture for the Norse hall:- benches, box-beds, etc. These small models are drawn to a simple scale from directions, cut from card-board, pasted, and finally colored from descriptions and pictures in Viking Tales or other books on Norse life.

SPEECH, ORAL READING & DRAMATIC ART:

1. Oral reading of "Robert of Lincoln", (Bryant) and other favorite nature poems.

2. Oral reading (review) of selected parts from Palmer's translation of the Odyssey.

3. Dramatic rendering for Grade IV of plays written during History period by each division.

4. For speech defects training on consonant elements in particular.

ARITHMETIC:

Training work on table of 7's. Problems p.59 of text book, involving table of 7's.

Review of work on mensuration.

Quick work involving the fundamental operations.

GRADE III - JESSIE E. BLACK.

May 14, 1909.

PRACTICE WORK.

Critic Meeting. Topic:

English Composition: forms of composition as suited to thought to be expressed; uses of oral and of written English, etc. Text for basis of discussion: "English in the Third Grade" by Jessie E. Black in Elementary School Teacher for June, 1908.

NATURE STUDY:

Outdoor Work. School garden.

1. Individual use of pocket "Bird Guide" in identification of birds in garden. Reading from same.
2. Work on garden plots - watering, thinning out, etc.
3. Care and study of currant bushes.

Indoor Work.

1. Caring for seedlings and slips - watering, loosening soil, etc.
2. Observation of development of seedlings - e.g. discovery that second pair of leaves of parsley and radish are different from the first.
3. Observation of aphids on lettuce; of rooting of willow twigs in water.
4. Identification of common wild flowers brought in from field trips
5. Written descriptions of birds - conundrum form.

Writing up notes on outdoor work.

GEOGRAPHY:

Beginning of work on Tropics.

1. Trip to conservatory to get a general idea of temperature, moisture, vegetation, etc. of part of tropics.
2. Examination by children of a large number of pictures illustrating vegetation, occupations, physiography of typical places in the tropics.
3. Questions (as in the Arctic work) asked by children about the pictures and about the tropics - e.g.

> Is the climate like our summer? What makes the plants grow so thick and so tall? How is sugar-cane grown? What places that we have heard about are in the very hot part of the world? If it is so hot, why doesn't the water dry up?

HISTORY:

Norse Work continued.

Emphasis on description of lands explored by Ingolf - e.g. Iceland.

1. Silent reading of "Life in Iceland".
2. Silent reading of description of harbor in Greenland.
3. Sand moralling from description of Iceland given in Viking Tales.
4. Blackboard drawings made after silent reading.
4. Oral reading of dramatic unit: "The Visitors".
6. Making of the remainder of the card-board furniture for the Norse hall.
7. Written description of parts of Iceland.

SPEECH, ORAL READING & DRAMATIC ART:

1. Oral reading (review) of favorite poems from Robert Louis Stevenson's Child's Garden of Verses and from fairy poems chosen

by the grade for the "Fairy Lyric Book".
2. Dramatic rendering of stories read by children outside of school periods. These short plays are composed, rehearsed and given by different small groups during the "Original Play Period" once a week and are usually repeated after criticism by the Third Grade audience.

PENMANSHIP:
Same exercises continued - effort for speed.
Beginning of work on capital "O".

SPELLING:
Care given to accurate seeing and hearing of words and to division into syllables.
Lists of common words used in written work on the garden, learned and reviewed for the weekly spelling match.

ARITHMETIC:
1. Problems from Cooking involving review of liquid measure and simple fractions.
2. Work on stating the problem - telling what is given and what required.
3. Work on written statements of problems, using the equation form.
4. Pages 60 and 61 in text book on training on tables of 7's.

GRADE III -- JESSIE E. BLACK.

May 21, 1909.

PRACTICE WORK:
Critic Meeting - Same topic continued.

NATURE STUDY:
Outdoor Work.
1. Study of currant bushes - leaves, blossoms, young fruit, etc.
Killing currant worm with "Hellebore" powder.
2. Work in individual and group beds: thinning out, transplanting, weeding, cultivating and watering.
3. Observation of trees, shrubs, and plants in the garden.
Indoor Work
Written Notes on condition of garden and on work done.
Identification of birds and flowers.

GEOGRAPHY:
1. Examination of pictures illustrating vegetation, occupations and physiography of typical places in the tropics, for the purpose of gaining images of typical details of tropical regions.
2. Comparison of Arctic and tropical regions (so far as pupils yet have ideas of the latter) as to temperature, vegetation and animal life.
3. Examination of certain tropical products from the museum - e.g. palm products, rubber and coffee.
4. Use of globe to find position of tropical region.
1. position as related to Arctic regions.
2. " on the globe.

HISTORY:
Viking work continued.
1. Silent reading of "West over Seas", etc.
2. Oral reading of parts of the same unit.
3. Written dramatic composition "A Discovery in Vinland".
4. Written descriptions (brief) continued.

SPEECH, ORAL READING AND DRAMATIC ART:
1. Oral reading
Part of Kipling's "Toomai of the Elephants".
2. Dramatic rendering of play (written by teacher), "Idun and Her Apples".
3. Exercises for articulation.

PENMANSHIP:
1. Same exercises continued.
2. Work on letters "i" and "m".

SPELLING:
1. Spelling and memorizing of verses:
"The Swallow's Nest" - Edwin Arnold.
"Spring" - Thomas Nash.

2. Spelling of common words from lists submitted by parents, used in letters written by children.

3. Lists of words used in the various subjects learned during lessons and at home.

ARITHMETIC:

1. Work on problems involving the fundamental operations,- various operations used during one lesson.

2. Training on fundamental operations and on the writing of numbers involving dollars and cents.

3. Continuation of review of denominate numbers, using work done in cooking as a basis.

GRADE III -- JESSIE E. BLACK.

May 28, 1909.

PRACTICE WORK:

Critic Meeting. Holiday on Monday.

In addition to lessons in history, each practice student has planned this week and has begun to teach a short series of lessons in geography on "The Tropics", including something of the climate, flora and fauna. It includes oral work and expression, especially drawing.

NATURE STUDY:

Outdoor Work.

1. Continued observations on trees, shrubs, animals, etc. as they develop.
2. Continued work in individual and group gardens as noted before.
3. Gathering of first produce: - parsley and lettuce.

Indoor Work.

1. Pressing leaves, flowers, etc. (collected by children) in presses made in wood-shop.
2. Making of brown-prints from these specimens to add to collection begun in November.
3. Observation of tadpoles (brought to school after a Saturday excursion) in room aquarium.
4. Continuation of identification of birds and flowers.
5. Written work: a. Notes. b. Answer to letter about Nature Work from a former teacher.

GEOGRAPHY:

I. Continuation of work on "Tropics".

1. Discussion of habits, appearance, and uses of tropical animals selected for special study: elephant, monkey and lion.
2. Silent reading of accounts given of these animals and other tropical animals in such library books as bound copies of St. Nicholas, Kipling's Jungle Book, Agassiz's "Journey in Brazil", and Stanley's "Thru the Dark Continent".
3. Drawing at the board and with charcoal at seats the elephant and the monkey in their homes.

II. Beginning of work on the oceans on the globe: location, names and comparative size of the five great oceans.

HISTORY:

Viking work continued.

1. Review (oral language) of the principal stories connected with the work.
2. Written - "A Discovery in Vinland" completed.
3. Oral reading "West-Over-Seas" from Viking Tales.
4. Dramatic representation of "A Discovery in Vinland".

SPEECH, ORAL READING & DRAMATIC ART:

1. Oral reading. Continuation of Kipling's "Toomai of the Elephants".

2. Short plays given, (organized, and rehearsed by groups during "Original Play" period).

PENMANSHIP:

1. Same exercises continued.
2. Work on words.

SPELLING:

Continuation of work on spelling lists from written work as before noted.

ARITHMETIC:

1. Fundamental operations reviewed.
2. Denominate number work reviewed.
3. Area of triangles (without use of book).
4. Computing cost of group luncheon given: comparison of cost of materials bought for grade luncheon.

GRADE III - JESSIE E. BLACK.

June 4, 1909.

PRACTICE WORK:
Critic Meeting. Discussion: Attention:-
1. The simpler psychological aspects.
2. The pedagogy springing from these aspects.
3. Illustrations from the actual work in the grade.

NATURE STUDY:
Outdoor Work.
Work in garden. Weeding, hilling the corn, gathering radishes. Planting a second crop of radishes and lettuce. Planting lettuce.
Indoor Work.
1. Pressing of flowers and garden plants.
2. Making of brown prints.
3. Study of living cecropia moth - emerging from cocoon, laying eggs, etc.
4. Writing of directions for the making of brown prints.

GEOGRAPHY:
I. Completion of brief work on "Tropics".
1. Lecture on "Africa" by Dr. Akeley, Curator of the Field Museum. 2. Final observation of tropical productions, as rubber in various stages. 3. Written work at seats and at the board on points made during lessons. 4. Reading (silent) and looking at pictures of tropical scenes, vegetation.
II. 1. Teaching (using globe) general position of cold and hot regions. 2. Names and position (relatively) of land masses and water stretches begun, to aid in work under I and for the History work on Columbus and on the Norse voyages.

HISTORY:
1. Viking work completed.
2. Geography work under 2 done during history period.

SPEECH, ORAL READING & DRAMATIC ART:
1. Oral Reading. Completion of readings selected from Kipling's "Toomai of the Elephants".
2. Dramatic Art.
Completion of the work from Carroll's "Alice in Wonderland" by giving short-plays:
1. Alice and the Cheshire Cat.
2. The Dutchess
3. The Mad-Teaparty.

PENMANSHIP: 1. Same exercises continued.
2. Work on words still weak.
SPELLING: Spelling from lists, e.g. names of continents and oceans, of tropical productions commonly used by us.

ARITHMETIC: Special work on denominate numbers, tables of 6's and 7's and easy area work, to complete year's work.

THIRD GRADE -- JESSIE E. BLACK.

June 11, 1909.

PRACTICE WORK:

Critic Meeting

Discussion of teaching during the quarter, - tentative conclusions, - possible uses to be made of experiences, - etc.

NATURE STUDY:

Outdoor Work.

Work in garden: weeding, transplanting, hoeing. Gathering lettuce and radishes for grade luncheon in garden and to take home. Care of currant bushes, sprinkling with "Helebore", picking off dead leaves, etc.

Indoor Work.

1. Pressing of flowers, leaves and seedlings from the garden and from areas visited on field trips.
2. Continuation of individual work on brown-prints from specimens pressed.
3. Observations made on tadpoles in room aquarium.
4. Brief written exercises (three) on 1, 2 and 3.

GEOGRAPHY:

I. Study of the globe. Relative positions, general shape, etc. of the continents and of the oceans. Continents and oceans reaching into arctic regions - into tropical regions. Direction of continents and oceans from us.

II. Routes to India (use of map). Location of Spain. Columbus' Route. Emphasis on direction in route.

III. Written statements in regard to points under I. Spelling of names of continents and oceans.

HISTORY:

Columbus and the discovery of America.

1. Telling of the story in parts by the teacher. Discussion by class.
2. Oral reading of selections on "Columbus" and on "Discovery of America".
3. Black-board and charcoal drawings of caravels - completing the series of Greek, Norse, and Spanish boats in work on "Transportation and Travel".

SPEECH, ORAL READING & DRAMATIC ART:

I. Oral reading: "Toomai of the Elephants (Kipling) completed. Beginning of "Rikki-Tikki-Tavi" by Kipling. Favorite poems by Robert Louis Stevenson.

II. Original plays given in the garden:

1. "The Lost child and the Fairies", by five girls.
2. "Homes in Iceland" by four girls.
3. "Jungle Animals" by six boys.
4. "Harold's Vow: A Joke", by two boys.

All these dramas were short, were composed by one child, usually, and directed by that one child (including direction of rehearsal) and were frankly criticized by the class.