FIRST GRADE: Part of the children are finishing bags begun before Christmas, and those who have finished have started a small mat of rattan. The FIFTH GRADE are continuing the weaving of the small hand looms, making a hand-woven bag.

SEVENTH GRADE, FIRST DIVISION are making a study of the textile industry before the invention of mechanical devices on the hand loom, and the invention of the spinning-jenny, and the effect of these inventions and the application of power on the industry.

Biographies of Arkwright and Hargreaves.
The Industrial Dependence of the Colonies upon England.

SEVENTH GRADE, SECOND DIVISION are making a study of the fibers used in the textile industry. They have taken up wool, flax, silk, and the methods of raising and the preparation for use.
TEXTILES, FANNY A. SIMS, TEACHER.

Jan.15, 1909.

FIRST GRADE: One hour a week work on small mats of rattan.

FIFTH GRADE: Continuing the weaving on small hand looms.

SEVENTH GRADE, FIRST DIVISION: Industrial independence of American Colonies during the Revolution.
   The English laws preventing exploitation of models or plans of textile machinery.
   The beginning of the textile industry in America.
   The general demand for cotton, caused by the improvement of the textile machines and the need of some cheaper method of removing the seeds.
   Experiments by the children in freeing the cotton of its seeds, and original drawings of some machinery that might remove them.
   Invention of the Cotton Gin by Eli Whitney, and its effect on the raising of cotton in the United States.

SECOND DIVISION: The study of the cotton plant, its growth and the preparation of the fibre for manufacture.
FIRST GRADE - Work on rattan mats - one hour a week.

FIFTH GRADE - Hand weaving on small hand looms.

Seventh grade. First Division: The effect of textile machines on the South.
The increase in the production of cotton, and the consequent growth of slavery.
Difference in political views arising between North and South because of difference in interests and industries.
Preparation of maps of United States which will show great cotton areas and centers of distribution.

Second Division: Coloring maps of the world to show geographical distribution of the four important textile fibers, wool, flax, silk and cotton, which they have been studying.
These maps and papers which they have written are corrected and rewritten for their note books.
TEXTILE WORK--FANNY A. SIMS

Jan. 29, 1909.

FIRST GRADE: Work on rattan mats.

FIFTH GRADE: Hand weaving on small hand looms. Some of the children have finished their weaving and are finishing off the warp threads of their bags.

SEVENTH GRADE: First division are preparing maps of the United States and locating principle ports of export of cotton.

Second division are finishing maps showing distribution of textile fibers. Written work on the development of the textile industry in the United States.
SECOND GRADE has had one lesson.
Commenced planning for a miniature theatre in which to
dramatize stories of Shepherd Life. Drew picture of the scene
and stage setting for first act.
This is preparatory to the dyeing, spinning and weaving of
Bedouin doll costume, tent, rugs, and saddle-bags. Words writ-
ten on blackboard by teacher: camel, horse, tent, desert,
sand, palm, scene, curtain.

THIRD GRADE: has had two lessons.
In first lesson children draw designs for pen wipers which
they need. Accompanying design brief written descriptions of
material were asked for. Written result was poor in penmanship,
sentence construction, and spelling, partly due to the fact that
the children were unaccustomed to the serious intention of the
instructor. The second lesson was spent in criticizing the
papers; getting correct oral expression of each sentence;
written form upon blackboard by teacher; reading easily
and quickly by class; spelling lesson on words: chamois,
circle, clover-leaf, oblong, leather, rabbit, which had been
misspelled on papers. Children had asked for help in drawing
circle for pen-wiper posters in first lesson, consequently part
of the second consisted in the showing on blackboard how to
draw circle with a strip of cardboard. Diameter, radius and
edge were taught. Children cut strips of paper seven inches
long and 3/4" wide, marked upon them a quarter-inch scale; and
pierced the quarter inch distance all from one telling of direc-
tions by the teacher. They then draw concentric circles after
making no mistakes in use of terms radius and diameter.
Words written by teacher were: circle, diameter, radius, edge.

SEVENTH GRADE CLASS has had three lessons. Girls are to sew
on some simple piece of clothing which they need. Boys are to
weave rag rugs or linen scarfs. Directions were given to design
and describe articles they wished to make. The ignorance of
textile material and processes was so apparent that these were
discussed, studied, and noted in books. Each child is required
to have these notes correctly written; his design clearly
drawn and accompanied by written description; sixteen typical
textile fabrics mounted and labelled, before he can do the
shopping preliminary to the homework.
SECOND GRADE - Time given since last report, 2 hours.

Following plan proposed in previous lesson, Children selected wool as appropriate material for making saddle-bags, rugs, and mats for their miniature theatre. A hide was shown them, and by feeling they learned that the thickest and longest wool grew on the sides of the sheep, the poorest on the legs.

Specimens of washed and unwashed wool were shown and they selected the washed for the purpose of their spinning. In the first hour they twisted the wool with their fingers. In the second they twisted it by using the palms of the hand; the lip, and later a stick which we called a spindle. Enclosed is the paper showing notes as they were made by every child in the class.

THIRD GRADE: Time spent since last report, 1 hour.

Practice was given in correct making of circles as patterns for penwipers. Number problems were a large part of the practice; they came in as a necessary part of the children's conscious control of the ideas of radius, and diameter, the making of circles of different sizes; the spacing and placing of these circles to fit paper. Enclosed is example of notes made by each member of the class.

SEVENTH GRADE: Time since last report: 2 hours.

Children had to correct all mistakes in note books; mount and label sixteen fabrics in common use; draw plan of work each wished to do; write description and tell materials needed in that work. The first hour was taken in consideration of these points and in discussion of the best materials to buy, implements needed and how shopping should be done. The second lesson was spent in the children's taking measurements for garments to be made and in the cutting of patterns on that basis.

Enclosed is example of notes taken by class.
GRADE 2: In continuation of the work in spinning wool the children asked what they would do with the long thread produced, and immediately recognized the necessity of having something like a bobbin upon which to wind the thread when spun. A stick was at once suggested, or a twig. Sticks (dowels) about ten inches long were given the children and as soon as they began winding wool upon them they began discovering the fact that the turning of the stick facilitated the spinning process; also that the heavier sticks did the faster twisting. Experiments were made in the weighting of these sticks with stones. - The disadvantages of this means was apparent and the teacher supplied wooden dishes that fitted the sticks, thus making a complete and typical spindle. The children were then shown how to manipulate this spindle easily, and told of the large number of peoples who do use and have used the spindle for all spinning. They practiced for perhaps twenty minutes with the spindle, were timed and their yarn measured. It is found to be so slow a process that a new step is plainly indicated and asked for. The object of the work up to this point has been to give the children actual first-hand experience in the spinning qualities of wool; in the essential processes of spinning; to get control of their own manual and other powers as well as to get more or less hold of the idea of the evolution or logic of industrial processes.

GRADE 3: Continuation of the making of the pen wiper. 1 hour a week. The making of circles of differing sizes and colors; division of those circles into pleasant spaces; definite lessons upon the division, accurately and mechanically into fourths and sixths. Specific individual teaching was given individual children to cultivate their sense of the beauty of their lives and make each as pleasant and agreeable as possible. The sample enclosed illustrates the average of work done, being the pattern made by one child who will use this in cutting his chamois skin and leather. This much time has been spent upon the circle because of mechanical control to be gained in both mathematics and design through this accurate knowing and using of the circle.

GRADE 5: Finishing the weaving of bags on the hand frames; sewing of these onto silk foundations and putting on of final touches for use. One lesson was spent in the writing of a description of the whole process for the sake of a distant school which needs to know it for use. The attempt was fair but will be made the basis of definite work in composition.

GRADE 7: Girls are sewing work bags and simple pieces of muslin underwear. Boys have been dyeing rags to suit colors in their rooms at home, for the rugs they are to make.
GRADE TWO:

Weaving squares 6" x 6" of wool roving on paste board squares for the Arab tent, to be used in the miniature theatre. Children drew the square, pricked the perforations every quarter inch, put in warp of white wool and are now putting in filling of other colors.

GRADE THREE:

Excepting in a few cases in which work was for some reason delayed, the pen wipers are finished.

GRADE FIVE:

Woven bags are being finished; designing for stencils has begun.

GRADE SEVEN:

Girls continuing with sewing; boys have dyed and sorted their rags, and commenced weaving rugs 3' x 5', on the large looms.
GRADE 2: Continuing the weaving.

GRADE 3: Finished pen-wipers and commenced plan for making bags for dancing-school slippers. Cross-stitch canvas was given the children, needles and colored threads. Without definite directions, they were allowed to "play" and experiment with the materials that they might for themselves discover its possibilities, as well as work out original patterns.

GRADE 5: Completing designs for stenciling table scarf.

GRADE 7: Girls: Continuing in the sewing of articles previously noted.
Boys: Rugs on the large looms.
GRADE 2: Continuing the weaving on the mats for their small theatre.

GRADE 3: Having experimented with the needles and thread on the cross-stitch canvas, and having discovered the possibilities and limitations in decorating it, the children were given cross section paper and colored pencils with which to work out more complete designs.

GRADE 5: The children are beginning a study of the various kinds of cloth used for clothing and in the household. They had a written lesson on this, telling of the different fibres used in making them.

GRADE 7: Girls - continuing in the sewing.

Boys - rugs on the large looms.
GRADE 2 - Weaving rugs, tents and saddle bags for their theatre.

GRADE 3 - The children have completed their designs and have begun work on their bags. They have a choice of several different colors in material and in threads.

GRADE 5 - The children have made a special study of wool, coloring a map showing the great wool-producing countries and trade routes. The handwork consists of work on the large looms, three of which are in use, and in working out patterns for decorating fabrics.

GRADE 7 - Girls - Continuing sewing on bags, aprons and underwear. Boys - Weaving on large looms.
SECOND GRADE: Continuing weaving their rugs, tents and saddle-bags.

THIRD GRADE: Continuing work on cross-stitch bag, transferring their patterns from the cross section paper to the fabric.

FIFTH GRADE: The children have spent the two hours this week entirely in hand work. Three looms are in use, and the rest of the class are making patterns for the decoration of fabrics. Most of the patterns are for block-prints, and show the simple method of calico printing. A few of the patterns which are too large or too difficult to cut in the block are being made into stencil patterns.

SEVENTH GRADE: Boys. Continuing weaving on large looms - weaving rag rugs.
Girls. Continuing sewing, making work-bags, aprons and underwear.
SECOND GRADE: Weaving on their rugs, tents and saddle-bags.

THIRD GRADE: Working out their cross-stitch patterns on their bags.

FIFTH GRADE: Continuing work on the block prints - and work on the looms making small rugs or pillows.

SEVENTH GRADE: Boys - Weaving on looms.

Girls - Continuing their sewing.
SECOND GRADE:

Finishing their weaving of rugs, tents and saddle-bags. They are making a curtain for their theatre which was designed in their art class.

THIRD GRADE:

Continuing the work on their cross-stitch bags - several of which have just been finished.

FIFTH GRADE:

Continuing work on looms and black prints most of which are cut and ready to print. The children are to print table scarfs - pillow tops or bags as they prefer.

SEVENTH GRADE:

Boys - weaving on looms. Several who have finished weaving are making baskets.

Girls - continuing their sewing.
SECOND GRADE: Having finished the rugs, tents and the curtain for their theatre are designing patterns for small bags for themselves. The patterns are to be cut out and applied to the material, giving an opportunity for some finer needlework than they have had before. They also have some training in color relations in selecting materials for their work.

THIRD GRADE: Continuing work on cross stitch bags.

FIFTH GRADE: Printing scarfs and pillows with the blocks which they have cut. Continuing work on looms.

SEVENTH GRADE: Boys weaving on looms, several having finished are making baskets.

Girls - Continuing sewing.
TEXTILES -- FANNIR A. SIMS.

June 4, 1909.

SECOND GRADE:

Placing the patterns which they have cut out on their bags.

THIRD GRADE:

Finishing cross stitch patterns and making cords for the

FIFTH GRADE:

Printing with blocks and weaving on looms.

SEVENTH GRADE:

Boys weaving on looms. Those that have finished making
baskets.

Girls - Continuing sewing.
The children in all the grades are finishing up their hand work at the end of the year. Classes have been rather irregular owing to the various plays and rehearsals.