SEVENTH GRADE: MELVA LATHAM, TEACHER.

Jan. 8, 1909.

HISTORY, ADVANCED CLASS: p. 59.

2. Expression, Reading, discussion, writing.

3. References, McMaster, School History; Guerber, Story of the great republic; Hart, Contemporaries.

(Arithmetic lessons have been upon the duties and revenues. Textiles aids history here, p. 16).

BEGINNING CLASS, p. 59.
1. Material. The Northwest Territory. Location, claims of rival states, transferred to Government, necessary steps to provide for the sale of this land.

2. Expression, Reading and discussion.

3. References. Roosevelt, Episodes from Winning of the West; Longman's School Atlas. (Art work in study in color preparatory to mapping the United States in 1783).

LITERATURE, ADVANCED CLASS: p. 68.
1. Summary of work done last quarter on "Stories of King Arthur". Kipling's Ballad of the East and West to be studied for dramatic reading, as well as for literature.

2. Reading and writing.


BEGINNING CLASS, p. 68.
1. Stories of King Arthur, silent reading of Book I.

2. Discussion of the time, of the stories, the Round Table, reading, writing.


(Art. Study of the costume of the people of this time, preparing for some work on costumes in the textiles).

 GEOGRAPHY - p. 44.

Sixth and Seventh Grades (each grade reciting alone)

1. The phenomena and cause of earthquakes.

2. Reading, discussion, writing, drawing (one class).

3. School geography - Kingsley - Madam how and lady why; Salisbury -
Geology - brought by one pupil; Newspaper clippings, maps and pictures; post cards collected by children while in Italy.

Children given opportunity to draw at the board to represent the idea of displacement of surface drew varied scenes. One gave a commonly used drawing for "faulting" though she said she had never seen anything like it anywhere.

Critic Meeting.

1. Discussion of the parts of a plan - motive, material, method, expression.

Assignment

2. Amount of observation: hours for the week, focused upon the children - not the teacher - of the class observed.
SEVENTH GRADE, MELVA LATHAM, TEACHER:

January 15, 1909.

HISTORY:

Advanced class:
Rapid survey of: (a) anti-slavery societies and leaders; (b) campaign of 1840; (c) independence of Texas and its annexation; (d) Mexican War; a result of disputed boundaries and territory gained; (e) discovery of gold in California, resulting in the discussion over slave and free territory.

Compromise of 1850.
Expression, reading, discussion, writing, mapping.
References: Guerber, Redway, Mace, McMaster, Vol. 5, Elson, Hart’s Contemporaries

Beginning class:
(This has been in the hands of student teachers, teaching their first lessons. Minimum amount of work follows.) (a) method of survey employed by Boone and others in Kentucky; disadvantages; (b) necessity for government survey in Northwest; (c) organization of surveying party; (d) starting point; (e) plan of survey of “Seven Ranges”.
Expression; maps and diagrams.
References: Roosevelt, Episode from Winning of the West, Sparks, Expansion of the American People

Some good work has been done by teachers in presenting definite problems and then letting the class find the solution. Arithmetic teachers have aided in the survey problems.

LITERATURE:

Advanced:
“Ballad of the East and West” continued. Study of text for meaning.

Beginning:
King Arthur Stories; the Round Table.
Discussion, reading, writing.
One literature period devoted to the discussion and arrangement of a morning exercise to be given Wednesday January 20th.

GEOGRAPHY:

Seventh Grade:
Summary: Work on the earthquake.
Africa; location by longitude and latitude; general notion of the Continent.
Expression; discussion, reading, mapping.
References: Tarr & McMurry, School Geography, Longman’s Atlas.

Sixth Grade:
Japan (a) location; (b) climate; (c) surface; (d) volcanoes; (e) people.
Expression; reading, painting, discussion.
References: Tarr & McMurry, Geography, Carpenter, Asia pictures from school collection. (Children brought many articles from home illustrating Japanese customs).
CRITIC MEETING:

Written results of week's observation:
(a) can you determine the motive of each lesson observed?
(b) do individual children show the same ability and attitude in all subjects? 
(c) do you find different methods of conducting a recitation? of controlling a class? what difference?

Details of the week's work:
(a) place and time of recitations; 
(b) record of pupils' attendance and work;
(c) daily outline of lesson to be given critic teacher;
(d) list of references for home study.

Daily teaching:
(a) remove hats; 
(b) see that your name is understood;
(c) stand or sit as you prefer; learn to sit;
(d) wall maps always ready, pictures when possible;
(e) general conduct of class as to pupils standing or sitting when they recite;
(f) criticism of lesson, written by critic teacher as basis for discussion.

Point for the week:
Attention; (a) how secured; (b) which children have greatest power; (c) which children have the least; (d) cause.
HISTORY:

Advanced class (Student teacher)

The Senate of 1850:
  a. leading members
  b. their arguments on the compromise of 1850.

New fugitive slave law
  a. meaning
  b. "underground" railroad
  c. effect of the more stringent law upon North and South

The Kansas-Nebraska bill
  a. purpose
  b. result - the rush to Kansas
  c. "bleeding" Kansas
  d. effect of settlement on North and South

Expression, reading, discussion, writing.
References: Guerber, Redway, Hart, McMaster, Elson, Whittier.

Beginning class (Student teachers).

Minimum amount of work done in the three groups.
Formation of the Ohio Company
  a. Membership
  b. purpose
  c. purchase of land.

Journey of first band of settlers:
  a. route
  b. manner of traveling
  c. length of journey
  d. hardships encountered.

Founding of Marietta.
  a. significance of name
  b. reason for location
  c. problems confronting new settlers and their solution

Expression, reading, discussion, writing.
References: Roosevelt, Baldwin, McMurray, Sparks.

LITERATURE:

Advanced:

"Ballad of the East and West" continued. Interesting to note the struggle made by one boy to express what he clearly understood, where the "falling inflection" so-called was needed to express the thought. He recognized this, but there was a visible muscular effort to express a finished statement instead of singing on to the next which the rhythm - was it? - impelled him to do. The influence of imitation was not used, but the appeal was constantly to the thought or meaning to be expressed.

Beginning:

Interruption of program has made the work accomplished less than usual.
King Arthur stories - Study of the getting of the sword by Arthur for Kay with underlying motives; - the tournament Discussion - reading
GEOGRAPHY:

Seventh Grade.
Africa (continued)
River systems:

a. location
b. relation between the "mountain river" and navigability of rivers
c. effect upon exploration and development of continent

Reading, discussion, drawing -

Sixth Grade - Japan
a. Study of cloisonne ware from a vase and six pieces prepared in Japan to illustrate the process of making the ware.
b. rice
c. tea
d. camphor
e. cities
f. Japan in relation to United States

The work on tea and rice was presented by children with pictures, the teacher supplementing. Interesting report on Fugiwara by one child.

Reading, discussion; writing, mapping.

CRITIC MEETING:

In answer to questions two points were discussed bearing upon the question of "order". (a) The teacher must hold the attitude toward every child that the United States, not England, holds toward the law-breaker - he is innocent, until proven guilty, rather than guilty until proven innocent; or, the teacher must attribute only the right motives to her pupils, giving them the benefit of the doubt always; (b) Children resent the authority the teacher represents, but do not make the matter personal; hence the ease of dealing with all on a broad, pedagogical basis.

The principle underlying expression - and its application.

A gain in the student's power (a) to see the class as individuals; (b) to arrange and follow out a logical development. Two of the four students showed marked ability in these points from the beginning; one gained slowly; the other had made no progress.

Work for the week -
Study of attention continued.
THE PRESENT STATUS OF MORNING EXERCISES
IN GRAMMAR GRADES.

Melva Latham.

During the last quarter, after the present chairman for the grammar grades was appointed they assembled eighteen times for morning exercises. The topics for the various exercises were as follows: current events 1, nature study 2, history 1, arts 2, lecture 1, The Reporter 1, vacation (by the third grade) 1, stereopticon views (of Germany) 1, music 5, "special" 3.

It was thought that a "Townmeeting" on the subject of the morning exercises would be helpful in arranging the exercises for this quarter. Accordingly the following questions were given each grade to consider before coming to the assembly:

1. The morning exercises may be given to subjects relating to the history, science, geography, literature, handwork, or any other part of the work or experiences on vacation trips or excursions. Which do you enjoy most?

2. The morning exercises may be presented by one person, by a committee chosen by the room, or by many children:
   - The stereopticon, maps, pictures, may be used.
   - There may be debates, dramatizations, readings.
   - Which do you prefer?

3. Will the exercises be more interesting if those who give it arrange it carefully beforehand or if they speak extemporaneously? What improvement on the present plan can you suggest?

The suggestions made by the children at the "Townmeeting" group themselves under three heads:

1. A longer period of time.
   a. Assemble once a week for twice the length of time.
   b. A longer period twice a week.

2. Subjects most desirable.
   a. Grade exercises on class work.
   b. Song singing
   c. Dramatizations
   d. Debate
   e. Stereopticon lectures - use a lantern which will throw postcard views on the screen.
   f. Current events.

3. Better preparation of the exercise that it may be given interestingly; pictures held so that they may be seen, maps and illustrations on blackboard for explanation of topics.

How shall we meet these suggestions of the children?
HISTORY (STUDENT TEACHER):
Advanced class.
1. (a) Lincoln Douglas debates; results and effects.
   b. John Brown's raid, result and effect.
   c. Political parties, Republican platform in 1860; Republican convention, nomination of Lincoln.
   d. Election of Lincoln, secession of states, general attitude of the South.
2. Discussion, reading, writing.
3. Rhodes, McMaster, Guerber, Woodrow, Wilson. It has been very interesting to note the great number of questions asked by the class about government. Would it not be wise for this class, which now passes to the eighth grade, to continue a study of these problems? They continue the study of United States history for a time?
Beginning class (Student teachers).
(One lesson in history lost on account of an excursion in nature study.
Problems of the settlers.
   a. The mounds at Marietta and their treatment of educated New Englanders.
   b. The campus Martius, contrasted with the forts on the Kentucky frontier.
   c. The government under the Ordinance of 1787.

Expression
   Reading, discussion, writing, drawing.
References: Sparks, Hildreth, Baldwin.

LITERATURE:
Advanced class.
"The Ballad of the East and West" continued. The boy mentioned in last week's report seems to have mastered his difficulty in stopping where the thought ended. This poem has been a joy to the class, a joy enhanced by hearing Miss Fleming read it at the beginning of their study of it. They have it in a rather unfinished condition, as they pass to eighth grade.
Beginning class.

ENGLISH (for the month.):
   a. Spelling every day at eight-fifty of words taken from the written papers or subjects.
   b. Correction of errors in written work, with reasons for the same, using names of parts of speech and other grammatical terms when necessary. No special effort made to teach the meaning of these in any other way.
   c. The morning exercise on "The Earthquake in Italy and Sicily", delayed until this week, showed some good work in English, in delivery, and general responsibility in the collection, arrangement and presentation of material.
GEOGRAPHY:
Africa (continued)
Abyssinia
a. location
b. elevation in relation to the other mountain systems or plateaus.
c. surface
d. relation to the Nile valley and its fertility.
e. present history. This led to a distinction between king and other rulers. There was very little correct idea of what a monarchy is, as compared with a republic.

Expression - Reading, discussion, sand modeling, drawing.

References - Carpenter, McMurray, Herbartson.

SIXTH GRADE GEOGRAPHY:
China:
a. Location, b. surface, as interpreted from the map.
b. River systems, study of the Hoang Ho, its extent, and changing bed - destruction of life. This led to a question: how so many could be destroyed in such an area. This led to the study of density of population, comparatively.
c. The Great Wall of China - studied in the second lesson to give the idea of the greatness of Chinese effort, plan and execution. If the study of China has the effect of a greater appreciation of the Chinaman, and a spirit of toleration toward him, one thing much desired will have been accomplished.

Expression: Reading, discussion, drawing.
References, Carpenter, McMurray.

CRITIC MEETING:
1. Questions pertaining to details answered.
2. Attention: a. the basis in interest. b. the children weak in intention. c. the cause (poor adaptation).
d. the remedy. e. means of bringing the wanderer back.
3. The different modes of expression - named - Consideration at next meeting.

4. Special points for the week - greater power to see each individual in the class, and more logical arrangement. One student has shown great skill during the week, and the weakest one has finally come to grasp the idea faintly.
THE SPIRIT OF THE SCHOOL AS RELATED TO THE OLDER GRADES.
PREPARED FOR FACULTY MEETING, FEB. 1, 1909.

MELVA LATHAM

By the spirit of the school we mean that intangible, invisible, yet very evident force which pervades every inch of space in and about the school premises, and which makes itself felt the moment one steps upon the school premises. It envelopes one as does the atmosphere, giving the sensation of harmony, unity, strength, peace, or an equally strong feeling of unrest, discord, or weakness.

What among the older children at least is the great principle upon which this permeating force rests for its very existence? Is it not the spirit of democracy?

1. In a democracy there is complete recognition of each one's part in the whole. Each child feels that he has something essential to contribute to the general good.

2. In a democracy there is little opportunity for the few to feel that they are the foundation without which the work of the group cannot proceed, or the hub without which the group cannot turn, for each one feels his important relation to the group.

3. In a democracy there is no room for selfishness or self-seeking. The impulse is to do that which concerns the good of the whole group, not simply the good of the individual concerned.

4. The distinguishing characteristic of a democracy is in its government. It is of the people, by the people, for the people. May we, not for our purpose first consider the child member of our democracy, as a democrat, meaning that the ruling power comes from within him instead of being placed upon him from without? Then this collection of children forms a democracy where the ruling power comes from within the individuals of the group, and is not imposed from the outside. The older children in this school today stand in need of this kind of ruling power. The question of general order outside the class hours seems to indicate that there is either a failure to appreciate the needs of the whole, or else a necessity for power not within themselves to bring their conduct into accord with this appreciation.

In other schools the general order that prevails among the older children at these times is apparently better, more in keeping with consideration for the time and place and the rights of others. Is it true that there the controlling influence is from without entirely? If this be true, still is there not a way by which it may be secured from within and in a degree that will actually take care of these problems of order outside class hours?

In a democracy there is such a respect for established rules or laws that they are obeyed; because in a democracy all the people make the laws for the government of all the people. Here is the opportunity for us all to join in the discussion of the needs of the individual group, of its duty in relation to the other groups, and to formulate a regulation for the "order" outside class hours, in passing to classes, in the corridors, at noon or at recess. Do you not think there would be an almost uniform code adopted throughout the school?

Our town meeting in morning exercises should surely teach us that we can trust the children, that they have ideas and ideals which they are not only glad to express but to help to make realities. Would it not be worth trying this in this instance.
True that in a pure democracy all the people assemble to make their laws. We cannot do this, which is to our disadvantage, as the older children have almost nothing to do with the little children except as they meet them in the corridors, and then it appears that the older ones are thinking only of themselves. Just the other day my seventh grade hurried by the second grade on the way to morning exercises, even running out on to the grass plot in its soft and muddy condition. When asked how it had happened the leaders said word had reached them to hurry to overtake the others. So they hurried, showing discourtesy to a younger grade, and disobeying an order given publicly about keeping on the walk and not destroying the grass plot. This may seem to be magnifying a minor matter, but does it not show the lack of a healthy, democratic spirit? But they had not made the law in this instance.

As a further illustration of the lack of consideration for all the members of the group, recall what happens at the dancing hour. Altho we have many more boys than girls, yet note the girl or two who are always left in their seats until some boys are almost, if not quite compelled to take them as partners, and then do it rather ungraciously. What does the good of the whole demand here? Is there not opportunity for us in our classes to teach that which is more valuable even than the dancing — and yet that which the dancing reveals as a need?

One can not help calling to mind the earnest words of our former principal, urging us to consider nothing on the daily program of primary importance when a great opportunity for discussion of a principle of action presented itself. Are we today making the most of this greater opportunity, or does the daily round of subject matter that calls for attention with desperate insistence at times crowd out this vital need in child democracy?

What are some of the signs that there exists among our children something of this true spirit?

1. There is a love for work. There are really no drones here. There is very little need for the more experienced members of the democracy to do more than help plan the work by assigning and suggesting ways of accomplishing it. I recall the surprise of a visitor who had been present in an eighth grade when a considerable number had been asked to make reports on the matter under discussion. He said, "You do not expect that they will do it, do you?" and seemed much surprised when the teacher replied, "Why, certainly, and do it well, too." Our children think of doing nothing else.

2. The children because of the work, adapted to their needs and abilities love the school. Many a child says, "I am sorry when Friday comes. Seems as if it never would be Monday." Just the other day a boy who came to the school a year ago with the idea of doing just enough work to get along, said, "It is almost the first of February. Isn't it terrible? It is hardly Monday before it is Friday."

3. The children place the school and its work before their outside interests. One mother said, "I can't get my boy to let me read to him about Lincoln because he says, 'I have to do my homework.'" It might be said right here that a very grave responsibility rests upon us older members of the
3.

democracy in the planning of this home work. I wonder if we are working along the principles of democracy or for the advancement of a certain subject? The function of the room teacher seems often to be to so adjust the assignment that the children are not burdened beyond relief one day, and given almost nothing another day. There surely needs to be consultation here, that head may work for the good of the whole, and not for the advancement of her own subject or her own reputation.

4. The following incident illustrates another sign of good spirit. Some boys who had been on a class excursion were discussing it with another boy who had not gone. Many interesting experiences were related, questions asked and answered. Then came this: "Was anyone bad?" "Well, no, not exactly. Yet there was one thing that seemed bad." "What." "The boys kept calling Blank "spinning jenny" because he cried yesterday." "All the boys?" was the next question. "Well, no, only five or six." "Well, it was a mean thing to do", promptly responded the other boy. All that is necessary to bring about the desired spirit, is to furnish the condition by which the ideals of all but the "five or six" may become the ideals of the whole group.

5. Teachers and pupils do work together on a democratic basis, bringing into the school that which visitors name "the home spirit".

Can we not all be touched with that great spirit of democracy until "no one thinks more highly of himself than he ought to think" and we are all fused with one strong force working definitely on the definite problem of the good of the whole school?
Feb. 5, 1909.

HISTORY:
Advanced class (Student teacher)
1. a. Advantages and disadvantages of North and South.
   b. Preparations for war.
   c. Fall of Fort Sumpter.
   d. Lines of approach by North; fortifications by South.
   e. Battle of Bull Run.
2. Discussion, reading, writing.
Beginning Class (Student teacher).
1. Indian troubles in the Northwest Territory.
   a. Cause
   b. Threat of Indians aided by British who hoped to claim Ohio River as their boundary.
   d. Governor St. Clair's attempt, and failure; Washington's notification and reaction.
2. Reading, discussion, writing.

LITERATURE:
King Arthur Stories - Dramatization continued.

GEOGRAPHY: (7TH GRADE -)
Africa (Continued)
The Nile
A member of the class who has visited Egypt and traveled up the Nile to the second cataract has taken the class by his descriptions and with the aid of pictures over the same route - so far as the time has permitted. The class preparation has been from Carpenter's Africa, Herbertson's Africa.
Expression - Reading, discussion.

GEOGRAPHY: (6TH GRADE)
1. Study of density of population completed, requiring the use of maps and diagrams in the geography, whose running and use had to be explained. Difficulty arose over long division, and some over the reading of numbers expressing area and population. These points were reviewed in the mathematics class.
2. The population of the Chinese Empire equal to that of North America, South America, Africa, Australia, British Isles and Germany - gave some idea of the vastness of that country.
3. Review of topography in an imaginary journey across the Empire from south to north.
4. Climate - (a) monsoons and the effect upon rainfall. (To be continued).
Reading, discussion, writing.
McNulty, Carpenter.

CRITIC MEETING - FEB. 1.
The change in the elementary school program at the end of the first semester made necessary some changes in practice work. This is an advantage to two teachers, who have mastered the problem of adaptation with one group - and now have the opportunity to take a different group with the same line of work the first group would
have taken. It is an advantage to the children in a third group, as they will now have some good teaching - and their former teacher will "observe" and try again.

1. Reports upon the different modes of expression. How criticise work done to improve skill? Point of view:
   a. From the thought expressed;
   b. From the technique.

2. Reports on observation.

3. New work for the week: to see the group in each of its school experiences for one week. Written report on the reaction of the members of the group.
SEVENTH GRADE - MELVA LATHAM

Feb. 12, 1909.

HISTORY - ADVANCED CLASS (Student teacher)
1. First southern line of defense
   North gains Ft. Henry and Donelson, Bowling Green,
   Island No. 10, thus forcing southern line back.
2. Formation of new southern line.
   Capture of Corinth and Shiloh.
3. Capture of New Orleans; Mississippi open except Vicksburg
4. Battle between the Monitor and Merrimac - and its effect
   upon naval warfare.

Expression, Reading, discussion, mapping.
References, McMaster, Rhodes, Schouler, Guerber.

The teacher has made some good use of black-board maps and
drawings as a basis for good reasoning by the children. The
Lincoln centennial has added greatly to the interest in this
part of the history.

BEGINNING CLASS (Student teacher).

The work has been different in the two groups, as one teacher
is doing well and the other poorly. Hence the latter has been
given the topic - "The Cumberland Road" to show what she could
do in organization of material, adaptation to the group, and
showing the relation of this topic to the preceding. The critic
teacher in the meantime brought the class to the point when this
work could begin.

The teacher of the other group has concluded

Indian troubles in the Northwest Territory with:

Anthony Wayne's expedition
   a. Composition of army
   b. Preparation for the attack
   c. The advance - compared with St. Clair's
   d. Building of Ft.'s, Recovery and Defiance
   c. The attack - Forty minutes needed to do
      the work which had been given two years' time
      in preparation.
   f. The treaty of 1795
   g. The effect upon settlement in the Northwest.

Expression, Reading - discussion, mapping.
References - Sparks, McMaster, Roosevelt.

LITERATURE: There are only two lessons each week - Owing to the
holiday and the Lincoln exercise, there were no recitations this
week.

GEOGRAPHY: (Sixth Grade)
1. The discussion of monsoons led to an apparent need for a
general discussion of winds which will follow.
2. The civilization of the Chinese -
   Leaders in the invention of gunpowder, printing, making
   of China silk. Why did they fall behind the European?
   a. Worship their ancestors
   b. Oppose the introduction of machinery.
   c. Results -
      1. As seen in means of transportation.

Expression - Reading, discussion, writing.
References - Larr & McMurtry, Carpenter, Harbertson.
CRITIC MEETING (Feb. 8th)

1. Assignment of paper to be written as a summary of the minor's work.
   a. Why do you select the profession of teaching?
   b. What have you gained in your practice teaching in
      1. Knowledge of subject matter?
      2. Knowledge of children?
   c. What do you consider your strongest points as a teacher?
   d. What do you consider the weakest points in your teaching?
   e. What obstacles have you met
      1. In the general management?
      2. In your own work?

2. Discussion of the art of questioning.
HISTORY - ADVANCED CLASS: (Student teacher)

1. Primitive campaign
2. Battle of Antietam and its significance
3. Removal of McClellan
4. The Emancipation Proclamation
5. Battle of Gettysburg
6. Battle of Vicksburg

Expression, Reading, discussion.

References - McMaster, Schouler

Excellent work done this week in the presentation of material by the teacher - and a strong interest shown by each pupil. Most of the class have an intelligent appreciation of the questions discussed.

BEGINNING CLASS: (Student teachers).

The teacher who had been given the Cumberland Road in advance of the other group had some excellent papers written by her pupils. She also managed the discussion of them well. She has little progressive movement in the daily recitation still.

The West.

1. Development or evolution of the frontier studied from pictures in Sparks' Expansion, for an appreciation of the time needed to change a cabin in a small clearing to a well-built farmhouse on a cleared farm.
2. The improvements in farming conditions brought a need for a market.
3. The natural market point was at New Orleans. Reasons.
4. The difficulties of reaching this point.
5. Difficulties in returning; goods brought back
6. Hostility of Spain
7. The attitude of the government toward the needs of the West.

Expression - Reading - discussion

References, Sparks; Hulbert, The Ohio River.

LITERATURE:

One lesson - Some good work in composition and dramatization.

GEOGRAPHY, SEVENTH GRADE:

Africa -

1. Eleanor's experiences in Egypt continued.

References -

Nile - Carpenter's Africa, 81-92.
Congo - " " 224-241.
Zambesi - " " 278-288.

Expression - Reading, discussion.

SIXTH GRADE:

1. Simple law of direction of winds - toward the heated area - illustrated by bonfire experiences.
2. Land or water the heated area in summer and winter.
3. Application of the two laws to Monsoons.
4. The cities of China
   (a) Location as centers of trade
   Study of silk industry from silk worm cocoons and pictures
   (b) Size - appearance - life.
Expression - Reading, discussion.
Reports by individuals.
References - Farr, Pratt, Carpenter.

CRITIC MENTING:

The answers to "Why do you select the profession of teaching?" were most interesting - The one from the poorest teacher gives a key to the solution of her difficulties.

The other points in the reports showed a fairly good understanding of conditions.

The observation and reports of the pupils observed in several experiences - show an inclination still to see the subject then the child, rather than the child first in relation to the subject; also a tendency to look for weak rather than strong points.

Two of the four student teachers pass to high school practice.
FOUR DAYS’ WORK THIS WEEK.

HISTORY – ADVANCED CLASS:
1. Battles of Chickamauga and Chattanooga.
2. Situation at beginning of 1864.
4. Sherman’s March to the sea.
Expression; Reading, discussion, writing.
References, McMaster, Guerber.
Battles and Leaders of the Civil War, Boys of ’61.

BEGINNING CLASS (STUDENT TEACHER):
1. Pinckney’s treaty.
2. Interest in a means of communication between East and West, culmination in the Cumberland Road: (a) Location, (b) source of money, (c) method of procedure, (d) tools – (e) (to be concluded).
Expression - Reading, discussion, writing.
References - Spurks; Brigham, From Trail to Railway.
It has been an interesting study to follow the children in their discussion of the question of markets and the necessity for communication between East and West. The idea of time needed to build a road with the tools of 1806 has developed slowly but surely with most of the class.

GEOGRAPHY – SEVENTH GRADE:
Discussion of Zambesi River based on Carpenter. Chalk modelling of Africa on board by teacher to give relief.
Discussion of that relief.
Plateaus
Mountains
Rift valleys
Lakes
Sand modelling by pupils.
Outlines of North America and Africa superposed on each other.
Same for South America.
Object to give comparative sizes area in square miles of these three countries.
Climate (study begun)
Compared north and south Africa with northern Florida in latitude to gain idea of what extremes of lowland are.
Study of vegetation, map in Tarr and McMurry, to find causes.

SIXTH GRADE:
1. Stereopticon lesson upon China, giving a review of the points studied.
2. India
   a. Location
   b. Shape, regular coast with few harbors.
   c. Surface; mountains, plains, rivers.
   d. Study of pictures for surface and means of transporta-
Miss Latham - #2.

tion, as preparation for trip thru India.
   e. Reading about railroads in India, the transportation
introduced by England.
Expression - Reading, discussion, sand-modelling.
References - Tarr and McMurry, Carpenter, Mounted pictures,
stereoscopic pictures.

LITERATURE: No recitation. Time given to an interesting and
profitable lecture on "Evolution of the Elephant" by Prof.
Williston.

ENGLISH:
The daily spelling has continued. There has been one oral
spelling contest. Reports of the Lincoln luncheon served to the
mothers showed a disappointing weakness in use of common words
in the vocabulary. Reports of the lecture on the elephant were
much better in form. The English is good.

SPEECH, READING, ORAL READING & DRAMATIC ART:

Dramatic Art.

There is no work done in this department at present
except as it comes in direct relation to the subject matter.
The work in dramatization of the stories is strong.

CRITIC MEETING:

No long critic meeting on account of the holiday.
The weak student has gained in poise, questioning power,
and in logical development of her subject. There is great
promise of an excellent eacher in the other.
HISTORY - ADVANCED CLASS:
1. Reading and criticism of written work, considering (a) historical fact (b) English.
2. Grant's campaign against Lee.
   (a) In the wilderness.
   (b) At Petersburg.
     (1) The mine (2) the siege.
3. The inauguration of William H. Taft, the twenty-seventh president.

Expression: Reading, discussion, writing.

References: McMaster, Guerber, Rhodes, Reesiter Johnson.

BEGINNING CLASS - (STUDENT TEACHER):
1. Cumberland Road concluded - noting effect upon cost of articles carried to the West from the East.
2. The invention of the steamboat.
   a. Wind, current, muscle or man, power the source of movement for boats.
   b. Problem, to use steam in place of these.
   c. The solution made by:
      1. Rumsey (1784-1787), used steam to force water out at stern which was admitted at bow.
      2. Fitch (1786-90) used steam to move oars.
      3. Fulton (1807), used steam to move oars which were fastened to an axle forming a side wheel.

Expression: Reading, discussion, writing, drawing.

References - Sparks, Gordy, Guerber, Knox.

GEOGRAPHY - SEVENTH GRADE:
Study of Plants and Animals and Climate of:
Desert showing adaptation of plants
Steppe and animals to climate.
Savannah
Tropical Forest

Pupils drew pictures of
Desert region
Forest region.

SIXTH GRADE:
Mountains and mountain-making in India.
1. Aravalli Hills the oldest range. (One boy remarked they were probably the lowest than, as they would be most worn). These peaks stood upon the shore of a great sea extending far to the north.
2. Great volcanic action turning India into a volcanic furnace throwing up lava covering 200,000 square miles thousands of feet deep (source of good soil).
3. The great earth movements which lifted the limestone layers out of the sea forming the Himalayas and Lulaiman Mts.
4. Meaning of these mountains to India.
   a. Protection from invasion. The passes.
   b. Life to Europeans in the "hill-stations".
   c. Source of rainfall.

References: Rainfall and isothermal maps of world, physical
maps of India, pictures in Conway "Climbing the Himalayas", Workman "Icebound Heights of the Mustagh". Holdick, India.
Expression - Reading, writing, discussion, blackboard drawing.
A good foundation for the geologic study was made in Prof. Williston's lecture last week. He showed many maps of early times when Africa and India were united.

LITERATURE:
One recitation. Written dramatization read with a view to improving style and written form. Some excellent work done.

CRITIC MEETING:
1. Outline of week's work.
2. Expression: psychological basis; different modes compared.
The weak student has gained in power to control her class, because she has learned how to ask better questions. The movement of her lesson is still slow and time is given to unimportant details. But she has come to see this and, better still, is able to tell what would prevent such a condition.

Assigned for the week - Signs of fatigue.
HISTORY: Advanced Class.
1. Events leading to Lee's surrender.
   b. The fall of Petersburg.
   c. The evacuation of Richmond by the Confederates.
2. Lee's surrender.
   a. Place, b. Time, c. Terms.

Expression, Reading, discussion, writing daily for seven to ten
minutes before recitation hour.

References: Grout's Memoirs, Rhodes' History, Battles and Leaders
of the Civil War, McMaster's and Montgomery's Histories.

Beginning class (Student Teacher in one section).
1. By reading letters written by Fulton and accounts of eyewitnesses
   of the Clermont's trial trip (Knox, Fulton), the class were
   able to see that:
   a. The public meets new inventions with an attitude of
distrust which changes to wild enthusiasm after actual success.
   b. Robert Fulton made a modest claim when trying to secure
money from friends. He could make a boat go four miles an
hour by steam. On the trial trip he made five miles an hour.
2. Pioneer trip of pioneer steamboat, the New Orleans, on the
   Ohio and Mississippi Rivers.
3. Effect of invention of the steamboat upon the growth of
   New Orleans.
4. Reading and discussion of papers and drawings (a) for expres-
sion of fact, (b) for technique.

References - Sparks, Expansion; Knox, Fulton.

GEOGRAPHY, JESSIE B. STRATE:
The Sahara
making application of:
climate
plants
animals
Study of transportation
caravan
camel
why adapted to region and work.

GEOGRAPHY (SIXTH GRADE):
The Plain of the Indus and Ganges.
   a. Soil, b. climate, c. density of population, d. occupation
   of people.

Expression: sand modeling, drawing, writing, reading.
References: Tarr & McMurtry, Carpenter, Holdich. Photographs of people
illustrating occupations.
Miss Latham - #2.

LITERATURE: One recitation. Analysis of the remainder of the story, "How Arthur Became King", to determine the points to be made in each scene.

CRITIC MEETING:

Seventh grade student teacher met with those in eighth grade for a discussion of expression led by Miss Stilwell. After giving the laws underlying expression, the discussion was given to "Penmanship". It was an interesting study to note the attitude of the different students. The one who has been least successful in seventh was the only one who made no effort to test the different suggestions made, while the one who has done strongest work in eighth said at the class "I must change my habit of writing at once."
Illness has deprived me of two days' work, leaving the week's and the quarter's plan in an unfinished condition. The outline gives the work actually done by the farthest advanced section in beginning seventh history.

HISTORY: Advanced Class -
1. The death of Lincoln, and its relation to the war.
2. The problem to be solved after the war - "Reconstruction".

Beginning Class - Rapid survey of
1. Erie Canal - why built, how built, size, means of conveyance, time consumed in construction, reason, ceremony at completion, effect upon price of goods in the West.
2. Railway -
   (a) Changes in the rail from the wooden rail to the present steel one.
   (b) Improvements in the "coach" from the first stage coach on rails to the Pullman "palace car".
   (c) Improvement in power from horse power to the steam locomotive of today.

Sparks, Brigham, Trail to Railway.

GEOGRAPHY - SIXTH GRADE:
Cities of India.
Methods of Irrigation.

Some comments on the quarter's work.
1. We should use Spark's Expansion only for the more advanced pupil. Substitute for it, Brigham, "From Trail to Railway".
2. A joy to find that fifth grade experiences in the study of canal locks are vivid with many children in seventh grade.
3. The present sixth grade is the first class to have a good working knowledge of latitude and longitude.

Summary of progress made by weak children during the quarter.
1. Harold T. has continued to improve in power to use written expression. He has had unusual skill in drawing, but until this year has been unable to write in such form that one could read it, because of the strange spelling. Great improvement in spelling during this quarter.
2. Harold C.; improved somewhat; still weak in form of work and sentence structure.
3. Henry; almost hopeless in form. The new lenses may cause improvement. Does excellent oral work - and reads widely and wisely. Why is the spelling and sentence structure so poor?
4. Donald in a weak condition. The same stammering which impedes speech seems to hinder the pen, only that what he writes is to the point. He has gained nothing in added power that is discernible.
5. Max; has well-nigh overcome his difficulties that were so marked earlier in the year.
6. Herschel; is a joy in the progress he has made, adding not a little in this last half quarter. His improvement in penmanship is most marked of any in the class.
Miss Latham - 2.

7. Edwin - never does quite so well as one feels he can; effort better than at sometimes in the year.

8. Mildred; general improvement in written expression, in general appearance of every respect.

CRITIC MEETING:
The student teachers in history from all grades met together or a general discussion of the quarter's experienced, with Miss Rice as leader. This was the first meeting of its kind. Let us hope not the last. It was an inspiration alike to students and teachers.

My own students seemed to feel they had gained most in poise, organization of their material, and power to criticize themselves.
March 19, 1909.

The Barbary States.
Modeled in sand after relief had been discussed.

Climate
Result of latitude
relief
position near (ocean (desert

Occupations
As influenced by climate
relief
kinds of people

People
Jews
Arabs
Negroes
Berbers

Products of experts - determined by occupations.
April 2, 1909.

HISTORY (Advanced class, now Eighth Grade):
Reading in class and study of Reconstruction. So many questions arose concerning Congress, senators, presidential electors, census and the like that the class will make a study of these questions of government.

One lesson hour was given to a discussion of plan of the work which is to take the place of one quarter's work in the regular eighth grade history. This will appear as Eighth Grade History.

(Seventh Grade).

I. Brief summary of quarter's work showing the influence of the improvements in transportation upon the East and West.
II. The Louisiana Purchase.

1. Transfer of territory by Spain to France.
2. Review of early market troubles in the West to show why the United States wished to buy a portion of land at the mouth of the Mississippi River.
3. Method of buying land. The startling offer to sell the whole territory. Reasons for selling -
4. Result - Price paid.
5. Ceremony of transfer of territory.

Expression. Reading, discussion, mapping of territory on outline map, furnishing a need for familiarity with the location of the states.
References: Roosevelt, Episodes; Hosmer, The Louisiana Purchase; Longmans' Atlas; McMaster, History.

 GEOGRAPHY:
(Sixth Grade): Mr. Roosevelt's African Trip.
1. Itinerary. Study of maps of world, Africa, Europe.
2. Description of region along Uganda Railway as given by Winston Churchill.
3. Comparison of animal life with that of India.
4. Visit to Field Museum to study the animals of the African region.

Expression. Discussion, writing.
References: Magazine articles, newspaper clippings, photographs, Longmans' Atlas.

(Seventh Grade): Jessie B. Strate. Geography of Roosevelt's trip.
Route
Method of travel in various parts
Steamship
Railroad
Caravan

Sights in British East Africa
Mombasa
Along Uganda railroad
animals
vegetation
people

Victoria Nyanza
Description of region.
LITERATURE:

Committee appointed to take the work as written by the individuals and prepare a composite dramatization of "How Arthur Became King". Late one afternoon Harold V., Thomas and Harold T. were discovered reading aloud "The Gold Bug". Questioned they replied "We are going to have a play, with these scenes." Going about my errand in that room I listened to their reading. For the first time this year Harold V. showed a lively interest - he came out of his shell. Later I found he had proposed the plan to the other two.

Would that the history could bring him out similarly!
HISTORY:

Eighth Grade

I. The Census
1. What; why taken; when; how.
2. First census; population, living where; location of frontier.
3. Census of 1810: population, number west of the Alleghenies; three causes for the westward movement.
4. Census of 1870: population; great number in the West: cause.

II. The Pacific Railroad.
1. First plan by Asa Whitney to bring China's trade to the East.
2. California's need for better communication with the rest of the Union.
3. Building the road.
4. Ceremony at its completion.
5. "What the Engine Said" by Bret Hart.

Expression: Reading, writing.

References: McMaster, Sheldon - Barnes.

Seventh Grade:
I. Lewis and Clarke explore Louisiana Purchase.
1. Purpose; nominal, real.
2. Equipment, route.
3. Experiences on route, and during winters; resemblance of winter quarters to Kentucky frontier forts.
4. Return to St. Louis in half the time of the outgoing trip. Cause.
5. Results.

II. Beginnings of troubles in commerce.
1. Use Napoleon made of the money received for Louisiana
2. The privileges of a neutral nation, as defined by Great Britain.
3. The troubles between France and England resulting in the crippling of our commerce.
4. Impressment explained and illustrated by quotations from impressed sailors.

Expression: Reading, writing.

References: McMaster, Hosmer, Sheldon, Barnes.

GEOGRAPHY (Sixth Grade):
1. General study of Europe - as to, highlands, lowlands.
   We are interested in it as the home of our forefathers.
2. Ireland, one of British Isles.
   (a). Surface; (b) climate; (c) life in southern section; (d) life in central section.
3. Means of transportation
4. Estates and tenants.

Expression: Reading, writing

References - Tarr & McMurry, Carpenter, photographs - One boy brought a fine specimen of peat which came from Ireland.
GEOGRAPHY (Seventh Grade) - Jessie E. Strate:

Continuation of Roosevelt's Trip.

Uganda - location
People - intelligence, dress.
customs
government
capital
buildings

Rift valley
location
formation
description
depth
extent

Animals of Uganda and surrounding regions
Diseases of region
Trip down Nile
Review of scenery
irrigation
farming.
HISTORY (Eighth Grade):
   The census is taken in accordance with law stated in the
   Constitution. To understand how the Constitution came to be, the
   week has been given to a study of:
   The Continental Congress.
1. Origin.
2. Date, place of meeting and purpose of the first.
3. Date and purpose of the second; assumes governing function in
   raising an army and appointing a commander-in-chief. The Declaration
   of Independence.
4. "The Articles of Confederation"; delay in their ratification.
5. Their defects.

This led to a study of the three divisions of government;
legislative, executive and judicial.
Expression - Reading, writing, discussion.
References, McMaster.

HISTORY (Seventh Grade):
   War of 1812 (Continued).
1. Declaration of war; how made.
   Introduction to Clay and Calhoun; to Madison. Discussion of
   Jefferson's refusal of a third term.
2. Lines of attack: (a) Great Lakes; (b) sea coast; (c) mouth of
   Mississippi.
3. Fall of Ft. Mackinac; massacre at Ft. Dearborn - surrender of
   Detroit.
4. Perry's victory on Lake Erie - resulting in the saving of the
   Northwest Territory. Clarke, Wayne, Perry, the trio who have
   won the northwest for the United States.
5. The attack on Baltimore and "The star-spangled banner."
6. The burning of Washington.

Expression: Reading, discussion, writing.
References: Seawell, Twelve naval captains; Dolly Madison;
McMaster; Pictures.

GEOGRAPHY (Sixth Grade):
   So much material on Ireland has been brought from home that
three lesson hours were given to the subject. Many children
had discussed the subject with the maids at home and had interesting
and valuable things to tell the class. One girl had read
Carpenter's description "to our two maids". One recited his
description of the homes in southern Ireland - One girl brought
a very fine hand-woven Irish linen napkin - and had gone to the
museum and brought to class the collection of flax and linen
specimens - all on her own initiative. A boy who spent last
year in Ireland - brought linen, lace, charms, toys, and many
post cards. Too shy to tell much about them, he would answer
questions.

   In the last lesson the study of Scotland was begun.
Expression: Excellent papers on Ireland. One child made a map
comparing area of Ireland with area of United States.
References: Tarr and McMurry, Carpenter.
LITERATURE:
One lesson. Critical study of committee's reported scenes, for technique, for choice of words, for truth.

GEOGRAPHY (Seventh Grade) JESSIE B. STRATE:

South Africa.
Compare to North Africa.
1. Different hemisphere.
2. Climate
   south - higher - cooler
3. Relief
   higher plateau.

History
Dutch - first permanent settlement at Cape Town Portugese had touched there 1486.
English " " " 1620
Dutch came 1652.
English took possession 1806.
Some Dutch remained, some "trekked".
Those who "trekked" founded Transvaal and Orange Free State - republics (1836).

Diamonds
Discovered - 1867 - Kimberley
Inflow of British
Trouble between mine owners and Dutch Boer War - began 1899 .
Result - English in control of "Orange Free State" and "Transvaal".
Description of process - city - value.

Gold
Discovered 1884 - Johannesburg
Description of mines and city - value of gold.
HISTORY (EIGHTH GRADE):
To make still clearer the process by which the Articles of Confederation came to be the basis of the government of the United States, we have spent the week in studying the life of Benjamin Franklin, whom Sparks calls "The colonial agent in England". This has taken us through the events leading to the Revolution, and into the Continental Congress. A number of books of varying degrees of difficulty containing the life of Franklin were placed on a reserve shelf in the library, and the class have read these outside of school hours. In connection with this study there has been a daily attempt to function terms applied to the three departments of government. The work has been much enjoyed. The results can be best judged from the paper to be written for the next lesson.

HISTORY (SEVENTH GRADE):
Same material given in the outline of January 8, but treated differently to adapt it to present needs.

LITERATURE:
One lesson in which the work of criticism of the composite scenes was continued.

 GEOGRAPHY (SIXTH GRADE):
Scotland -
(1) Surface - illustrated by pictures of highland, lowland, and lakes.
(2) Climate
(3) People - several children are of Scotch descent; two are highlanders and have the plaid of their clan.
(4) Occupations
(5) Cities
(6) Scott, Burns, Knox.
Reading of extracts from Scott and Burns (by the teacher).

 GEOGRAPHY (SEVENTH GRADE) -- JESSIE B. STRATE:
Congo Region
Climate
- tropical
  - much rain
  - great heat
  - high humidity.
Vegetation
- Response to climate
  - many and large trees
  - tall grass
Animals
- Response to vegetation
  - large animals in water
  - small animals in trees
People
- Response to climate and vegetation
  - lack energy
  - thriftless
Clothing
little or no
ornaments

Occupations
not highly developed
little needed to maintain life
farming
some commerce
hunting
warring

Products
rubber, banana, coffee, ivory.

Political Geography Africa
England - larger part
France
Germany - second largest part
England will be in almost complete control of Cape to
Cairo railroad when completed
Portugese
Spain
Turkey.
SEVENTH GRADE -- MISS LATHAM

April 30, 1909.

HISTORY EIGHTH GRADE:--
1. The papers written on "Benjamin Franklin" were many of them very good, and all showed ability to use material gathered from the library, individually, to good advantage.
2. Defects in the Articles of Confederation; how remedied or removed.
The purpose
The composition: each child selected the state he would like to represent, and is studying to impersonate some representative from that state in the Convention.

SEVENTH GRADE:
Outline for January 15th adapted to present needs, which means the teaching of two very different lessons on the same subject, as one of the three groups is so unlike the others in power to grasp situations and solve historical problems.

GEOGRAPHY (SIXTH GRADE):
The first recitation hour was given to a written lesson on Scotland. The class chose any topics from the outline which had been worked out in a previous lesson. The papers were much better in penmanship and general style than those which have been written formerly at home or during an unsupervised study hour.

England:
I. Map study:
  1. General surface - compared with Scotland and Ireland.
  2. Adapted to what occupation compared with Scotland and Ireland.
  3. Closer study to determine whether farming is extensively carried on. The many cities lead at once to the conclusion that it is not.
     Compared with Scotland and Ireland.
II. Study of pictures in Carpenter's "Europe" and personal observations of English railway trains.
III. Reading from Carpenter's "Europe" on the great manufacturing interests of England, showing how they have developed and the great centers.
   (It is a great joy to the children to study about the places where "Grandma" or "Aunt Mary" lives.)

GEOGRAPHY (SEVENTH GRADE):
Review of Africa.
One period given to location of places, cities, countries, rivers, seas, lakes.
General review of climate - comparison to Florida, North America.
Size - comparisons to other continents.
Relief - compare to other continents, North America, especially Location of deserts, steppes, savannas and forests and conditions of life in each.
Opportunities in Africa for the future.
LITERATURE:

Two lessons devoted to a critical reading of the portions of the play already prepared and accepted and the study and writing of the next.

This has led to a more intensive study of tense forms, discrimination in use of adverbs, and of adjectives, selecting the word which portrays best the action or quality and to a better realization of conditions in which the events happened.

PENMANSHIP:

Ten minutes daily given to the work (following the Palmer Method) of securing correct position and movement.
SEVENTH GRADE -- MELVA LATHAM.

May 7, 1909.

HISTORY (EIGHTH GRADE):

The Federal Convention:
1. Decided that there should be a department to make laws, one to interpret them, one to see they are carried out or enforced.
2. Discussion on representation. Shall it be by states or according to the population?
   (a) Division into large states and small states on the question. The arguments advanced by each.
   (b) The compromise that representation should be by states in the senate, and according to population in the house of representatives.
3. How shall the population be determined? Shall slaves be counted?
   (a) Division into north and south on this question.

Brief written reports made upon the membership of the convention. It has been interesting to meet under new conditions some of the old friends of the seventh grade history period. Also we find that one of the class is a direct descendant of James Wilson, a signer of the Declaration, a member of the Convention, "One of the most learned jurists this country has ever seen" (Fiske).

SEVENTH GRADE:

Outline of work for week ending January 22nd, changed to meet the needs of the present classes.

GEOGRAPHY - (SIXTH GRADE):

England,
Leeds, the center of the English woolen industry.
Halifax, Bradford, Dewsbury, Sheffield, the center of the cutlery industry; iron from Sweden.
Birmingham, industrial center for middle England; iron and coal mines near each other.
Manchester, the cotton center - The canal in relation to the commerce of the city.
Liverpool, second largest port.
Stratford-on-Avon, Shakespeare's home.
London:
1. Size - illustrated
2. Commerce - illustrated.

SEVENTH GRADE - (JESSIE B. STRATE):

Finished oral review of Africa on Tuesday.
Written quiz Wednesday.
Correction of marked papers on Thursday.

Friday Australia,
1. Found out what children already knew.
2. Located - with reference to Africa, Asia, North America, Equator.
Latitude - Compared to Africa.
Position it would occupy if placed on Africa.
Compared to North America.
Position it would occupy if placed on North America as far north as it is south of the equator.

Climate
only as it might be inferred from location and compar-
ison - not fully developed.

LITERATURE:
Dramatic reading of the completed scenes. Study and writing of the next one. Discussion of costumes of the period - from work done in "Art" in January.

ENGLISH:
Lists of words selected from the lists of both seventh grade classes are being printed for a spelling "meet" between seventh and eighth grades. Study of these words begun.

PENMANSHIP:
A good gain in smoothness of line, indicating a gain in control. Form improving somewhat.
SEVENTH GRADE -- MELVA LATHAM.

May 14, 1909.

HISTORY (EIGHTH GRADE):

The Federal Convention:

3. Discussion on the counting of slaves for representation.
   a. (See last week).
   b. Compromise: count three-fifths of the slaves for representation and for direct taxes.

4. Discussion on the abolition of foreign slave trade,
   b. Reply of the South - where rice swamps and indigo prevailed.
   c. The compromise.

Written summary of the work of the convention.

5. The adjournment; the reception of the Constitution by the states; the celebration when the requisite nine had ratified it.

(SEVENTH GRADE):

So many questions arose over the Compromise of 1850, and there was so much interest in the members of the Senate that more time was given to this study. The terms of the Compromise have been more clearly understood than usual.

Some time has been devoted to the completion of outline maps showing the expansion of the United States to the Pacific Ocean, with a brief study of the Oregon territory and the Gadsden Purchase.

GEOGRAPHY (SIXTH GRADE):

England: Written expression. One paragraph devoted to the surface and resulting occupations; the remainder given to any of the numerous points of interest.

France.

1. The surface: highlands, mountains, low plains, river valleys, coasts.

2. Comparison between France and United States in latitude.

3. Climate.

4. Occupations.

An interesting "morning exercise" was given by one sixth grade class on France. Fine stereopticon views illustrating the surface, the life, the architecture were used. This was a great help to us in the beginning of our study of the country.

LITERATURE:

Work of writing, and criticism continued. One scene prepared by a committee accepted with very slight changes.

GEOGRAPHY (SEVENTH GRADE): Jessie B. Strate.

Australia - Surface

Mountains and hills near sea.
Plateau - 1000 ft. in west.
lowland in east mountains.
Mountains
Dividing Range.
2.

Along entire east coast. culminates in Mt. Kasciusko (Townsend) 7000 ft. rise out of plain - seem of great height. steep cliffs - streams swift - covered with verdure. Mcdonnell Range in west central part of sufficient height to cause precipitation in dry central Australia.

Lakes

Eyre, Gairdner, Lorrens on edge of desert and plains. salt - without outlets (developed why this is true).

Rivers

on east slope, short, swift, not good for navigation. Brisbane navigable for 25 miles. Murray.

Darling

Murrumbidgee - "beautiful river"

location of these source of water condition in drought.

Climate

character of rain
average of east coast - 40 in.
irregular storms of great violence on east great drought of interior.

Winds

monsoon effect of India gives southeast wind in summer (northern).

region of trades
region of westerlies.
Australian summer

winds blowing to central area - because of great heat
HISTORY (EIGHTH GRADE):

The week has been devoted to putting into a somewhat dramatic form the discussions in the Federal Convention on the two great compromises. To do this, the actual speeches made in 1787 were brought to the children from Madison's Journal.

These were read and the children decided whom they wished to represent. The teacher selected Washington, as a girl wished very much to impersonate him, and we feared that sex might become prominent if a girl presided. Madison was a popular character also. Charles Cotesworth Pinckney, had an important part. The material was arranged, and assigned for the first lesson in the next week.

HISTORY - SEVENTH GRADE:

The Kansas Nebraska Bill.

1. Introduced by Stephen A. Douglass to organize the northwestern part of Louisiana Purchase into territories.
2. Proposed "squatter sovereignty", or to allow the settlers to decide whether there should be slaves or not in the states.
3. This was in reality a repeal of the Missouri Compromise.
5. Means employed by North and South upon the passage of the bill, to secure Kansas.
6. The resulting conflicts in Kansas.

Outline map made showing the free states in 1854, when this bill was passed.

Papers written on "The Underground Railroad".

GEOGRAPHY (SIXTH GRADE):

France (continued).

The collection of beautiful pictures of French cities and scenes formed the basis of the week's work.

The Rhone valley with its silk industry; the Garonne with the great wine product; Limoges with its beds of very fine clay; the Mediterranean cities, beautiful for location and adapted to commerce; the great canal systems connecting all parts of the country with the adjacent river systems, have given shape to the general study.

Paris - the most beautiful city in the world.

1. Location
2. History, briefly from pictures
3. Architecture, studied from pictures
4. Customs of people
5. Government

Written papers on the most interesting things to be seen in France, are better in form and substance than the last week's work. The class gain in power to interpret map symbols.
GEOGRAPHY (SEVENTH GRADE) - JESSIE B. STRATE.

Tuesday - Oral review of surface of Australia, followed by sand modelling of same.

Wednesday - Completed discussion of climate, winds, rain snow - winter and summer temperature.

Thursday. Vegetation.

- Eucalyptus tree
- habits, growth
- scrub
- heath
- tropical vegetation in north east.

Friday - Written lesson covering all studied.
May 28, 1909.

HISTORY (EIGHT GRADE):

The program given by the grammar grades for Memorial Day, aimed to show the history of slavery from 1787, the discussions in the Federal Convention, to 1865, the adoption of the Thirteenth Amendment, abolishing slavery.

The eighth grade class gave a good representation of the discussions on the counting of slaves for representation, and the prohibition of the importation of slaves. They voted by states, keeping to the historical facts. Some criticisms on the work:

1. There should have been more study of the actual speeches at the beginning of the work. (It was impossible to get them within the reach of the class earlier).

2. The individuals should have been studied more by the children representing them.

3. Points gained:
   a. Better comprehension of the effort which gave us the Constitution.
   b. Some idea of the struggle over slavery in those early days.
   c. An idea of the universal use of slaves in the original thirteen states.
   d. A little knowledge of how voting was carried on under the old form of government i.e., by states.
   e. Added power in interpretation of another's words gained from attempting the speeches of the members.
   f. Improved enunciation of consonants - resulting from the necessary drill on such words as "government," "constitution," "representatives".
   g. On the part of three weak boys a sense of power in having mastered their diffidence sufficiently to do creditably their part in the discussion.

I believe it was worth to the class all that it cost. It gave to all, also, the foundation for the later discussions in the history of slavery.

HISTORY (SEVENTH GRADE):

1. The result of the passing of the Kansas-Nebraska Bill as seen in "Bleeding Kansas".

2. The Dred Scott Decision.
   a. Opened all territories to slavery.
   b. Increased agitation of slavery in the North.

The seventh grade prepared the Compromises of 1820 and 1850 and the discussions on the Kansas-Nebraska Bill for the Memorial Day exercise (see program). Extracts from the speeches made on these bills were given by the children. Several children learned the same speech and the class decided who should give it in the final exercise.
Some of the large wall maps made this week to show the steps in the extension of slave territory, were colored by the children under supervision.

**GEOGRAPHY (SIXTH GRADE):**

Scandinavia (Two lessons).
1. Extent - map study.
2. Surface - map study.
3. Location extending beyond the arctic circle.
4. The land of the midnight sun.

The idea of this phenomenon was given by a comparison with the changes which take place in the rising and setting of our sun in summer and winter. This was supplemented by the description given in Carpenter's Europe. No child asked why this was so, and he was not asked the question.

**LITERATURE (ONE LESSON):**

Continuation of critical study; the writing of the last scene; the first attempts at acting the scenes already written. Penmanship and spelling drills continued. The time for each added to the regular day's program.

**GEOGRAPHY (SEVENTH GRADE) - JESSIE B. STRATE**

Australia.

Animals

Habits and habitat and descriptions.

Kangaroo
Porcupine
Platypus
Bats
Crocodiles

Rabbit
Introduced.
Camel

Birds

Emu
Lyre bird
Swans (black)
Scrub Turkey
"Laughing Jackass"
Bird of Paradise

Aborigines

Description
dark brown, average height, only black hair (not wooly)

Food
roots, berries, snakes, frogs.
June 4, 1909.

HISTORY (EIGHTH GRADE):
Meaning of "government".
Government of self; of the family; of the school.

Citizenship -
"Citizen" defined; alien defined. How aliens become citizens. Aliens to whom citizenship is denied.
Civil rights of citizens.
a. Personal security from injury to body or health. How secured.
b. Personal liberty; secured by habeus corpus.
c. Private property.
d. Religious freedom.
e. Freedom of speech
Slander defined.
g. (To be continued).

Many questions have been asked, as the work has been presented. Essentials in Civil Government by Forman is the book followed by the teacher for adaptation of material.

HISTORY (SEVENTH GRADE):
The Lincoln-Douglas debates.
a. Rival candidates for senatorship of Illinois (Legislature elected a senator on the ballot the day before this lesson).
b. Lincoln's great question -- which forced Douglas to displease either the North or the South in its answer.
c. The victor in the election.

John Brown's Raid.
a. Purpose
b. Method
c. Result
d. Was John Brown a failure?

Election of Lincoln as President; Douglas defeated.

Secession of South Carolina.
Significance of Charleston's act when cotton bales marked "The world wants it" were hung in the streets to celebrate the act of secession.

GEOGRAPHY (SIXTH GRADE):
Germany -
Extent - map study
Surface - map study
Soil, fertile; adapted to farming - compared to Ireland.
Mines, rich in coal and iron; adapted to manufacturing. Large plants, compared to England. Rivers, long, steady current; adapted to commerce.
Canals, many, connecting river systems; compared to France.
Railroads, more numerous than in any country except the United States.
Sea-ports numerous.
People energetic, hardworking.
Result - German Empire great and prosperous.
Hamburg - the greatest trading center on the continent.
Bremen, Kiel, Dantzig, Stettin, Lubeck and the Hanseatic League.

LITERATURE:
The class have stayed for one full hour's rehearsal of the play, besides committee work upon the last scene. Words for a conversation song have been written, and the class will write the music. Costumes discussed as to style of the period color scheme ornaments.
Penmanship improving slowly in care and in form. Time for practice about ten minutes daily (before nine).

GEOGRAPHY (SEVENTH GRADE) J.B. STRATE:
Australia.
Industries:
1. Sheep-Raising.
   Areas - reasons.
   coasts
   east central plains.
   Number - 100,000,000 form belt 4 abreast around the equator.
   care of sheep
   pest of rabbits
   shearing
   5-40 lbs. per sheep
   Merino history
   Spain to S. Africa to Australia.
2. Gold-mining
   N. South Wales
   Victoria
   Western Australia
   Story of Discovery.
SEVENTH GRADE -- MELVA LATHAM.

June 11, 1909.

HISTORY (EIGHTH GRADE):
Civil rights of citizens (concluded)
g. Right of assembly
h. Right of petition
i. Right of protection in the house.
j. Right of due process of law
k. Right of equal protection of the laws
l. Protection on the high seas and in foreign lands.
Political rights of citizens
i. Suffrage.
   1. Conditions
      a. Age 21 years
      b. Sex - except in Wyo., Colo., Ut., Idaho.
c. Residence
d. Property - in very few instances
e. Education

II. Manner of voting - Australian Ballot

HISTORY (SEVENTH GRADE):
1. Lincoln the President elected on a platform which said
   slavery should not be interfered with in the states where it
   already existed.
2. Secession of the remaining ten states of the Confederacy.
Lincoln's problem - to preserve the union.
3. Organization of a government.
   a. Writing a Constitution: slavery the cornerstone.
   b. Election of President and Vice-President.
c. Selection of a capital
d. Request for recognition sent to Secretary of State, Seward. Refused.
4. Attempt to control all forts. The attack on Fort Sumpter;
an act of treason.
5. Lincoln's call for volunteers, sent to all the states.
   No response from the eleven "Confederate States". Similar
   call made by the Confederacy.
6. The North engaged in war to preserve the Union; the
   South to destroy the Union, to become independent.
7. Sept. 22, 1862, Lincoln's announcement of the Emancipation
   Proclamation. Meaning, extent, necessity. The war, after
   Jan 1, 1863 to free the slaves.
8. The battle between the iron clads - the Monitor and
   Merrimac. Effect upon the naval warfare of the world.
9. The following are the points for the last week of the
   quarter: The surrender of Lee, End of the war.
10. The cost of the war.
11. The Union Pacific Railroad.
Map to show extent of the United States after the purchase of
   Alaska. Map of world showing possessions of United States today.

GEOGRAPHY (SIXTH GRADE):
Berlin - the capital of Germany.
Location
Appearance:
   Cleanliness maintained by careful police super-
vision.
Buildings cannot obstruct walks or streets while being constructed.
Beautiful parks and boulevards.

Soldiery
Emperor
Feeling of people toward him
His home
The seat of government
The German Congress.

LITERATURE:
The play of King Arthur including words and music for a Coronation Song completed. Rehearsals of them have been held after school hours.

GEOGRAPHY (SEVENTH GRADE) JESSIE P. STRATE:
Gave details of sheep-raising and gold-mining (and discovery) (based on Carpenter and Stanford's Compendium).
Gave one written lesson.