Note concerning program: Program for the Second Grade: The red ink indicates the practice work. Here the critic teacher is free to observe each lesson and feels free to take a class if the student in charge fails so as to make the work detrimental to the children. A plan of work is written by each student showing her aim, materials and method, and this is approved by both critic teacher and head of the department in which her subject fails.

For the coming quarter three students are assigned to practice work in the Second Grade.

Miss Collins - History - Geography - Approved by Miss Rice for teaching this subject.

Miss Nunn - Science - Experienced teacher, here for one year's work - Approved by Miss Baber for this teaching.

Miss Schulte - Textiles - Second year student - Approved by Miss Mitchell for this work.

Each student teaches five half hours, observes five half hours and attends a critic meeting for one hour a week. Each day's teaching is followed by a conference between the practice teacher and the critic teacher on the lesson taught. Weekly critic meetings are devoted to discussions of the work of the grade as a whole. The effort is to arouse questions and direct the daily observation through these meetings and to try to discover principles which underlie the devices of the daily teaching.

The subjects for discussion with the required reading are given below. The reading for the first two weeks only is included; the rest will be given in my next report. Critic Meetings:

Jan.4th, talk over work of practice teachers, their relation to each other; Jan.11th, the curriculum for the year, the place of experience, the relation of means of expression to experience, vivid imagery.

Jan.18th, the social life of the school, the spirit of the children, ideals of "order", means of control.

Jan.25th, Diagnosis of children.

Feb.1st, Reading.
Feb.8th, Reading.
Feb.15th, Writing.
Feb.22nd, no school. (Hand in as full a diagnosis as possible of one child.)

Mar.1st, Number.
Mar.8th, Gymnastics in First Three Grades.
Mar.15th, Music in the First Three Grades.
"Elementary School Teacher", May, 1908.
"School and Society", Chapters I and II.
"Social Education", Colin Scott, Chapter I, II, III, IV, V.
"Education of Man", Froebel, Chapter on Self Activity, paragraphs 9, 10, 12, 13, 14, 15, 22, 23.
"Education as Adjustment", O'Shea, Chapters 4, 5, 6.
"The Preparation of the Child for Science", Mrs. Boole, Chapter I.
"Educational Issues in the Kindergarten" by Susan E. Blow, Chapters 9, 10.
"Education of the Central Nervous System" by Halleck, Chapters 8 & 9.
"The Child and the Curriculum", Dr. Dewey.
"The Place of Industries in Elementary Education", Miss Dopp, Chapter 3 & 4.
The children of the room are divided into two groups. These are very flexible, being frequently re-made, according to special needs for the given time. For instance, during the Fall Quarter Group 1 has included the more mature children and those whose ability in organizing and carrying out plans was stronger. This has happened to include all the children whose reading was the best, but also six children who were poor in reading.

For the month of January the groups will be divided on the matter of ability in reading and arithmetic. The list of February the children will be grouped as follows: Group one, general maturity and ability; group two: younger and less capable children and three new ones from the First Grade.

From Group one five children who show lack of motor control, nerve signs and irritability will be given one hour of work in the day in the wood shop. This will be given during the practice period under Miss Allen, the regular teacher in manual training.

The younger group will be divided during the reading period into two sections, especial help being given to the six who are below the average ability of the group.

WORK OF THE FIRST WEEK: The dictionary periods were used to review the work of the last quarter. Reading periods were used to review the work of the last quarter. History "The Story of Ab" as illustrating the hunter stage, was continued. The teacher told more of the story, the children modeled and painted scenes from same.

One group worked together in making a large sand model of the region described, making figures, trees, etc., from card board. In making the river with waterfalls the children showed great vagueness as to what would cause water falls or how to model the topography.

Therefore the science period Friday was taken to go to the laboratory in the basement, turned hose on the sand pile and experimented in making water falls. The children were full of possible theories as to how these might be caused and the plan followed was suggested by one of them. Bricks were buried in the sand pile and as the water eroded the sand the bricks remained, making a water-fall.

The other science periods were used to record through pictures and writing the experiments we made during the Fall with bulbs in the house. These bulbs are in bloom now, and therefore pointed the work.

Number Work: Children added up the check books and balanced accounts. Drill in writing amounts in money, and addition was given. The beginnings of subtraction arose. The amount they have spent subtracted from the dollar deposited to find how much money is still on hand. This was beyond their ability, except by the use of actual money, and they saw the need of learning the process of subtraction.

Writing Periods were used to compare the writing of a month ago with the present work. The vest were looked over by all and discussed. Practice on certain letters which the majority formed poorly. Effort for free arm movement continued. Children wrote invitations to the Third Grade to a party, recorded observations and inferences in our bulbs, continued the re-telling of the main points in "The Story of Ab".
SOCIAL LIFE OF THE ROOM: Children planned curtains to be designed and stencilled by them for lunettes above the window. Planned annual party for the Third Grade. (Work done during the recess and writing periods). Committees appointed to help with daily house work in the room, and the decoration of the lunch tables. The committees carried out this work from 8:50 to 9 and 12 to 12:10.
SECOND GRADE - ELSIE A. WYGANT.

Jan. 20, 1909.

HISTORY & SCIENCE:

During these periods the "Story of Ab" has been finished and a rather elaborate sand model of the country and environment in which the story is laid has been completed.

After the experiments with making a river and waterfalls in the sand as described in the last report, a set of stereoptican pictures illustrating waterfalls of the same formation was shown the children. We noticed the valley and its material in each picture. When a picture of a valley in rock appeared I questioned them as to how they thought such a valley could have been made. I asked the question simply to test their thinking, wondering how far they were imagining actual erosion, but it precipitated a most interesting and unexpected discussion. All except two in the class agreed that a river could not wash away stone.

One of these children said, "But a river can wash away stone - I've seen the Grand Canyon and my father said that was made by a river."

The second said, "Round holes can be made in stones - Where I go in summer there are round holes in big rocks. The sand rubs and rubs around in them till it makes a hole."

This threw a flood of light on the subject - many had evidently seen pot-holes and knew of the work of beach stones grinding and rubbing. Much experience was brought to bear on the fact that sand rubbed holes and grooves in stone.

I asked if a river carried anything larger than grains of sand. One child said "I play in a brook and that there is a big rock where we sit that has pebbles all against one side that the brook threw down there." Another said: "They had to mend the dam where I was in Colorado because the river piled so many stones against it, it broke in one place." Further evidence was added and so the discussion continued.

Then some pictures of rock canyons with the river on the floor of the canyon were shown and while the teacher did not force any conclusions or settle the matter, the general opinion was that the evidence was good and it looked reasonable.

I have no idea that the whole group followed the argument throughout and fewer still have retained it, but the children's general intelligence, their ready use of past experiences and above all the amount of interest which they evinced in the discussion was very significant to me.

I have stated the matter thus detailedly because I believe it involves a principle which is fundamental in my planning and which a criticism you made in talking to the Elementary School faculty has made me review very seriously. You spoke of feeling that the school was prone to break into a given line of work for an unexpected event or interest and you feared this as tending to disintegration. As instances of this you spoke of the preparation for Christmas and the devoting of a day after a field trip to the working up of that material and experience.

The above topic of river erosion was certainly not a subject I should have dreamed of planning for a second grade group. But when they tried to make a waterfall and I saw the evidences of poor imagery and lack of knowledge (described in the last report) the natural thing, as it seemed to me, was to try the experiment and do
the work necessary to clearer thinking - Then the children's questions and their interest led me to give five history and science periods to this subject. I should like very much to know whether this would fall under the type of work which you criticised and whether you would disagree with the principle involved as I see it - namely, that a teaching plan should be sufficiently flexible always to follow out any intense interest which is of permanent educational value.

In thinking out my reports it seemed possible that the best way to get the work of the grade clearly before you would be to give the various subjects with comparatively little detail except one which could thereby be written up more fully.

I have chosen writing for this week because it illustrated also something of the work described above.

The air in the written work is to get freedom of movement and speech with ideals of legibility and beauty constantly presented, but the criticism and effort upon ease of the work. The beauty and exactness of the work is emphasized unconsciously because they write for a real purpose - for some one to read - The drill which is for practice and without meaning comes only occasionally when I can make the children conscious of a need for that help.

The children write two or three times a day, at the board or on paper - sometimes only a sentence, sometimes a page, but with the feeling that the frequent use of it aids much in the growing power.

I have enclosed two sets of papers from each group.

This paper I had made as a special order with the wide spacing hoping to get freedom of movement together with some idea of spacing and relative height of letters and on the whole I have thought that it worked well.

Such a writing lesson as those enclosed, on "Islands" or "Waterfalls" is followed by a dictionary lesson in which each child is given the new words carefully written. These he learns then cuts out and pastes in his dictionary for future reference.

These words made the spelling list and we constantly review them in order not to lose ground on work once accomplished. The spelling papers enclosed show such a review of the words under the letters P to S.

THE NUMBER WORK has been the drill on subtraction, the necessity for which arose last week - The children were given various pieces of money to make $1.00; as to two fifty cents, four quarters, ten dimes, etc. Then they were given 10 pennies and 9 dimes. They put out the 9 dimes and 10 pennies in sight on the desk. They literally took away various amounts as 3 dimes 5 pennies, 4 dimes 6 pennies, etc. Then the phraseology was changed though the actual manipulation continued. They took away 35 cents - 46 cents, etc.

Then with the money in plain sight the children were asked if they could think without looking what would be left if 35 cents, 46 cents, etc. was taken. Any inaccuracies were corrected by looking at the real money.
SECOND DAY:

Arrangement of money was recalled, but money was not there and the children subtracted - So far no writing had been used but at the end of the lesson I wrote:

\[
\begin{align*}
& \$1.00 \\
- & .35 \\
\hline
& .65
\end{align*}
\]

and they saw the difficulty of taking 5 cents from 0 cents, so then I wrote:

\[
\begin{align*}
9 \text{ dimes} & \quad 10 \text{ pennies} \\
3 \text{ dimes} & \quad 5 \text{ pennies} \\
6 \text{ dimes} & \quad 5 \text{ pennies}
\end{align*}
\]

Then I suggested that they could think that when they saw \( \$1.00 \)

\[
\begin{align*}
- & .35 \\
\hline
& .65
\end{align*}
\]

THIRD DAY: I wrote for them as they stated the problem and answer. Then they wrote several.

FOURTH DAY: They saw the problems written and we worked them out together.

FIFTH DAY: They wrote the problems themselves, being encouraged to omit the memorandum of 9 dimes 10 pennies above the \( \$1.00 \) as rapidly as possible.

SIXTH DAY: The matter was put before the children and those who thought they understood the work and could do it alone went to one part of the room and tried alone a test given them. The others were helped still farther.

SEVENTH DAY: All except two judged their ability correctly. The next day the same option was given and all the class except six and the two who had misjudged their ability worked alone - A test of 7 problems was given them and every child proved correct in the estimate of his own ability. I enclose the test. There was not a mistake in that group’s work.

Five of the seven who could not do the work failed because they did not know the actual combinations, that is, what 3 from 10 leaves, etc. Each of these children was therefore given 10 pennies. In a half hour they learned the combinations and went to the board and worked 3 problems such as the rest of the class were working upon.

The other two children had not the idea of why we wrote 9 dimes and 10 pennies nor could they write the amounts keeping the decimal point properly placed. These children will therefore be given special help tomorrow.

LITERATURE: SPEECH AND ORAL READING:

Children were told the stories of Tomali and the Elephants - Kipling.

Children memorized the poem of Robert Louis Stevenson "From the Railway Train" from "Child Garden of Verse."

Each child is encouraged to learn new poems at home and today there were 18 ready with a poem of R.S.S or Nonsense Rhyme of Edward Sear.
The plan is to have one story a week told them. Two twenty-minute periods used to re-tell some of those stories, to memorize something or to dramatise a story.

The children's own reading has been: Group I: The enclosed reading slips and the Books sent them by the 3rd Grade of which no doubt Miss Black has sent you a copy. Group II: Daily blackboard reading and the above book.
HISTORY:
Through stories and discussion the point was made of the transition of the hunter people to the shepherd life. Advantages and needs of the new mode of life were discussed. Today the children began to rewrite a story which should embody these points.

SCIENCE:
Pictures of quarries, excavating of stone, and stone-cutting were shown the children. A trip was taken to see the kinds of stone used in buildings in the vicinity. On this trip we found sandstone, limestone, quartzite, and granite. The children made a map of the trip, locating certain buildings. They sorted a box of stones to get out the sandstone and quartzite for further use.

NUMBER:
The work on subtraction was continued, using subtrahends other than $1.00 this week, as: $2.00, $3.00, etc.

READING:
The room for this week has been divided into three groups. Each group works alone for twenty minutes, then comes together and individuals from each group read aloud to the room. The point of this was to emphasize the need of intelligent expression. The work has been done during the practice hour, so that the groups when divided could have supervision, also that students might have this opportunity of studying this phase of the work in preparation for next week's critic meeting on Reading. The effect on the children has been so helpful that we shall continue the same one week more. The children have read during these occasions selected lessons from readers graded to meet their individual needs. The most immature group has used first readers. The second group, second readers. The best reading group, third readers and ungraded material.

WRITING:
Work in writing has continued much the same as during last week. Special occasions for writing have been an invitation to the Seventh Grade for a social period, the writing of spelling and re-telling of incidents in the "Ab" story and the transitional work in History noted above.

ORAL READING:
The time has been taken for re-telling parts of the "Story of Ab", as we expected to use it to entertain the Seventh Grade when they came to see us. Individual children have given their memorized poems, and each child has now at least one poem with which he is familiar.
Miss Wygant's report for Feb. 3rd will be included in her report of Feb. 10th. There is no significant division in the work this week, and the following week will complete and conclude the work which is being carried on.
HISTORY:

The children have had the stories of the transition of a hunter people to a shepherd people - The Finlanders were described with their herds of reindeer.

Sheep ranches were described and pictures in some detail - the process of washing and sheering the sheep etc. The children were given a sheep skin which they sheered and tried to spin the wool with their fingers - Found they had to straighten out the fibers and were given cords to experiment.

Further experiments with textile processes will go on in the textile periods under Miss Mitchell's teaching.

The Arabian desert was described under several phases as the level barren stretches - the rolling sand and the oases - Caravans were described and the Bedouins have been talked about - The necessity of a nomadic life has been raised and the conditions which this determined in modes of life.

The children have written and drawn pictures of such an environment - They have had one period in which each group planned to make a theater. One group plans one 2 x 3 x 2 feet where they will give a play of their own making about these shepherds of the desert. The other group will rig up the sand pan with curtains, scenery, etc. for the setting.

They have dolls and camels to begin upon and in the textile room will make the curtains, costumes, tents and camel trappings necessary. In the art department they will make the scenery which is to be movable. The puppets are to be fastened on to blocks of wood and so worked from the side of the theater.

SCIENCE:

The children have continued their work with the stones - After our trip to see buildings of stone they were uncertain as to what kind of stone was used in some buildings. They were taught the test for limestone, quartz and sandstone. They made a second trip and determined all the building material. In examining the limestone they saw fossils in one of the specimens. Then they were shown many others and told of how fossils were made. They made imprints in clay and put them away to dry - some in open and some under pressure. The description of how a certain fossil fern was made the children got from reading themselves. Many questions arose as to how the clay hardened into stone - how the limestone was so hard, etc. The next point which we have planned is to experiment in making limestone and sandstone.

The children made maps of the trip and used a legend to indicate certain kinds of stone used for building as the enclosed. They wrote a description to accompany this map.

WRITING:

The charms of the story of the Fire Country and Ab had not subsided this week and it seemed to furnish sufficient interest to make a description of the region worth while. The children in the older grade each wrote a narrative of Ab's life in the Fire Country, which taken as a whole was sufficiently complete to be mimeographed and are to be returned to them in that form.
This same group rewrote the story they liked best of those told them illustrating the transition period between a hunter and shepherd people.

The younger group do not write with nearly so much freedom of expression - They are much less mature in their expression and in their skill in writing - They have written sentences dictated to them and discussed certain experiences with the stones and the history experiments very fully orally; then written two or three original sentences to summarize this. They made a picture of the desert and wrote enough to explain anything they thought the picture did not make clear.

LITERATURE:

Children were told Browning's story of "Muleykah"; some Arab legends, and Dasing's "Sad Who Went to the North Wind".

They memorized the two stanzas of Hiawatha and the Fire-fly which they have been singing with Mrs. Kern.

SPEECH AND ORAL READING:

Today the literature period was taken to find what the children knew of Lincoln and to try to make the general exercises tomorrow have more meaning to them. To my great surprise these seven-year-oldshad enough information and anecdotes to fill twenty minutes and many children had further stories when the period closed.

The children have read stories from "The Tree-Dwellers" by Miss Dopp.

Selections from Christina Rosetti
The Story of the Fossil Fern.
Stories of Shepherd Life by Miss Jennie Hall.

The five children who are below the average in their ability to read are being given extra time four days in the week for half an hour after the other children go home - from 2 to 2:30. They were offered this extra help and each of the five accepted it most willingly.

NUMBER:

The work in number for the last two weeks has been in addition and subtraction, dealing always with quantities of money. The special effort was put upon helping the slower children so that every child might get some power and control in these processes.
SECOND GRADE - MISS WYGANT.

Feb. 15, 1909.

On account of the vacation there has been but 3-1/2 days' regular school since my last report. The number periods for these days have been spent in recording the stubs in our check books, getting the amount spent at subtracting that from the amount we deposited in the bank. This became really a test of the vitality of the work for the last three months. When we last tried to balance accounts, the question of how to subtract was too great an impediment to allow the children to do their work successfully. During the month we have spent the number periods in drill upon subtraction. Feb. 16th when we tried to balance accounts for this month and for the entire year, there was no hesitancy in doing the work, no question of what method to use. The children used the skill which they had gained in subtraction with gratifying readiness. I enclose one paper showing the work.

The history periods have been devoted to picturing scenes in Arabia, - an expanse of desert, an oasis, a caravan and other typical scenes. The children have planned the theatre which they are to make, in considerable detail. They have considered what scenery and characters they will need, what materials this will require and the relative size of the different parts.

The science work has continued the work with minerals, identifying the quartz and limestone which they have in their collection, testing shells to see how much of them were lime and making boxes in which to put the stones after they have been classified.

Children have reviewed all the words that they have put into their dictionaries since the beginning of the year. This has taken the dictionary periods.

The writing periods have been spent in testing what they...

On Monday from 10:30 to 11:30, instead of going to the morning exercise as usual, the second grade were invited into the kindergarten for a valentine party. The party extended over the following half hour. Their reading was cut short for this purpose. This is the first party in the kindergarten which the second grade children have attended. Their appreciation of the younger children and their care of them has been the pleasantest instance of considerateness for other people that has been evidenced during the year. Two children who are painfully timid and find difficulty in expressing themselves freely whenever there are a large number together, for the sake of doing their part for the children told and dramatized a story very unconsciously. I had never appreciated that the two years' difference was sufficient to call forth so strong a feeling of protection and interest. I believe that the time spent in this social intercourse was worth the sacrifice.
Miss Wygant - #2.

The Textile work is an integral part of the history. It is indeed the core of the matter. There they do the spinning, weaving and making for which the history gives them a background. They will carry out in the textile department the plans which they have made for the theatre as suggested in my former report. This week they have planned an Arab tent, its partition, mats, for the floor, and camel saddle bags, as the things needed in their theatre. They have made the looms and are planning about the spinning, dyeing necessary to carry out this work.

The literature periods have been spent this week in reading the story of the Little White Seal from Kipling's "Jungle Book". Retelling a favorite story chosen from those they have had previously during the year, and the learning of the "Seal Lullaby" from the above story of Kipling's.
HISTORY:

The history periods for the week have been spent in letting the children read descriptions of Arabia, the desert, the life and appearance of the Arabs, spinning and weaving done by the shepherds of Arabia, and the Navajo Indians. They have seen some oriental and Navajo rugs, discussed the designs, dye used and how the materials were gotten.

This reading they have done in Jane Andrews' "Seven Little Sisters" and upon reading slips written by Jennie Hall - also one written by one of the practice teachers in her preparation of this subject. I enclose a sample of the reading slips as they are typical of the lessons written and printed in this form for our immediate use.

SCIENCE:

The children put a shell into \textbf{HCl} and when they found it entirely disappeared they asked about the fact - was it all lime? how was it made and how did the lime get there? One child said that the water dissolved lime from limestone and then (vague) it got into the shell. The other children objected that there was no lime in water.

Children put lime in water and saw it dissolve. They took distilled water which I assured them had no lime in it. We put soap in each and could make no suds in the hard; ample suds in the soft water. Then they took lake water - could make very little suds - concluded that it had some lime in it. We boiled out lake water and tested the deposit as another proof for lime in lake water. This was done with one group but it seemed to me so much beyond them that I did not do the same work with the other group. Those children spent the three periods in planting some bulbs forgotten from last fall's supply. They planted them, put them in the dark, then prepared paper cones for the bulbs we brought up stairs to force the growth upward to the light. These bulbs had well-developed roots, but the leaves were short and the flower stalk had appeared. The actual work and the records of what we did filled all the science periods.

NUMBER:

The children have been subtracting with money only. This week we transferred it to the idea of bundles of sticks, inches, marbles, etc. as a step toward greater generalization. Also the problems have been so prepared that in using a ten in the units column or a dollar in the dimes and cents column that has been the whole subtrahend - as \$4.00 - \$3.60 or \$2.40 - \$1.25. This week we have taken the next step of learning to add ten or hundred to what is in the unit or ten column, as \$4.50 - \$2.70; they now see the subtrahend \$4.50 as 3 dollars and 15 dimes, or in the problem \$4.62 - \$1.14 they see the subtrahend as 4 dollars 5 dimes and 12 cents.
Miss Wygant - $2.

The transference to another denomination seemed not to trouble them after the first explanation, but the other point they have had some drill upon.

DICTIONARIES:
The children in Group I have in their dictionaries words; in Group II words, (used in their writing). Because of greater absence in the younger group they continued the review of the dictionary this week. The older children put some new words (which they had needed in writing) into the dictionary. These books serve as a means of keeping account of what new words they are learning and gives them a means of independence.

THE LITERATURE has been Kipling's story of "Rippi-tippi-tavi".

THE READING has been from the reading slips as described under the history and also from the three sets of readers "Seven Little Sisters".

So far the children's reading has consisted of selected material from the following readers:

and the reading slips which I enclose in full.

There is a great difference in the ability of Group I and II in this matter. All except four children in Group I can pick up any of this material and read at sight.

The younger group reads much less fluently. The "Seven Little Sisters" is too difficult and many of the reading slips. They read in a first reader with ease, four read in a third with equal ease, but the rest, that is, 12, can not pick up the third grade readers or the slips of equal difficulty to read with any freedom. Therefore we are giving them every opportunity for growth of power in this direction - 2 stay for special work four days a week, two where the conditions are favorable read fifteen minutes at home each day. The others I feel only need daily practice so no special work is given them.

In every lesson and throughout the work the effort is to image clearly the content, then express it for the sake of making some one understand. This expression is either through reading aloud through a summary of silent reading they have done; - picturing a story they have read silently or following directions written or painted directions in making, getting material ready or information as to what they are to do if left alone for a few minutes.

(This leaving them to work alone is a part of a carefully considered plan - They are left for a moment, five minutes or half an hour, when the teacher can make this absence a means of independence and trustworthiness - The result I believe fully justifies the experiment of several years' standing.)

Four children were reading alone with me after school today when an interesting conversation and experiment occurred. One child was calling words one after the other and I said "Look
ahead and do not read the sentence until you know all of it". One child said, "My father says you ought to be able to look several lines ahead when you are reading, but I can only look a little way". I asked him if he could show me with his finger how far ahead of his words he could look - to my surprise he did it with no effort and his average was some six or eight words - usually a phrase, clause or short sentence. Then the other three tried and their analytical interest was very surprising to me - The improvement in the half hour was greater than in any preceding week.
SECOND GRADE ------ MISS WYGANT.

March 3, 1909.

HISTORY:
Pastoral life in the desert. The children of the older group have spent the history periods in reading farther on life in the desert, descriptions of scenery, etc.

The younger group tried to make a drama which they were impatient to begin. In the attempt they found several things which they needed to know, so we began today to go back and find out about these points through reading, explanation of photographs and descriptions by the teacher. They have planned the landscape and devised the scenery for the theater. The actual work of this will be carried out during the art periods.

SCIENCE:
The science of the older group has been the planting of pansy and aster seeds to get them started indoors for the individual outdoor gardens.

In the work with minerals they have decided to make individual collections of stones. These they will keep in a box with smaller boxes within it. They have planned for twenty boxes, because they now know sixteen kinds which they want to keep, and fear lest they have overlooked some. This list includes limestone, sandstone, quartz, granite, quartzite, calcite, slate, flint, gneiss, coral, lead, iron pyrites, mica, asbestos, and shells. These specimens the children are sufficiently familiar with to pick them out readily from the cabinet, and have grouped very definite associations apparently about this material. The children planned the boxes which are to be 2" x 1" x 1" when completed and the large box to hold them is 5" x 3" with the most convenient arrangement of the smaller boxes. The planning of this work required considerable mathematics and was taken from these periods. The matter of factoring which arose in this work will be definitely taken up in the mathematic periods to follow.

The younger group have been working upon coral. They have a good variety in the cabinet and have been told of its origin, seen many pictures of coral formations and have been told of the different kinds.

NUMBER:
Number periods have continued the work upon subtraction, using hundreds, tens and units, only.

LITERATURE:
The literature periods have been used to read to the children poems of shepherds, because they seem to be in an atmosphere to make the verse full of meaning. They have had Wm. Blake's two poems "How Sweet is the Life of the Shepherd" and "The Lamb", Coleridge's "Hunting Song", Frank Dempster Sherman's "Clouds" and "Shepherd Song". They have memorized the first of Blake's and Coleridge's poem.
Miss Wygant - #2.

READING:

Group 1 - "Seven Little Sisters" from the new reading slips of Miss Hall's.

Group 2 - Miss Hall's reading slips entitled "Bedouins" and some selections from Christina Rosetti" which I had reprinted for their use. The eighth grade did the printing on these for them.
The HISTORY periods with the older group have been spent in getting a morning exercise ready on the Shepherds of the Desert. This has demanded a reviewing and arranging of the subject matter and getting together of material and pictures to illustrate their exercise. The children have planned the exercise as follows:

Song, "How Sweet Is the Shepherd's Sweet Life".
Description of the Desert.
Description of the Bedouins as typical shepherds, their moving from place to place, the appearance of the caravans, the spinning with the hand spindle. Reading of two of Miss Hall's reading slips on dyeing and weaving and the food of the desert.
Poem: Coleridge's "Hunting Song".

Group two have spent the periods in working out the necessary imagery to make a night scene of the desert for their theater. They have arranged the following series of tableaux to put on the theater with enough conversation to tie these scenes together:

SCIENCE:
Group one worked with crystals, seeing exhibit of typical crystal forms, cracking a small stone finding the geode, and in making salt, sugar and alum crystals.
Group two have spent the same periods in arranging their stone collection and in grinding up shell and mixing it with acid to make limestone. They have read in this group a description of a fossil fern, have examined numbers of fossils and tried some experiments in making a fossil without the element of time involved.

NUMBER WORK:
Group one has continued the work of factoring which came up in the work on boxes noted in my last report.
Group 2 have been making up some accounts which required addition and subtraction, and we have employed practically, the drill work of the last few weeks.

LITERATURE:
Memorizing of shepherd poems, story of "Beauty and the Beast".

READING:
Continuation of work on reading slips in both groups.

WRITING:
Each group has been divided, those whose movement in the work is good working on papers at their seats, while the others use black board or large paper and crayons. The effort has
been toward freedom of movement and certain forms which the
children recognize as poor they have practiced upon separately,
daily. Besides this, they have written whatever the work
required, trying to keep in mind the point emphasized.
HISTORY:
The older group have decided to play the story of Muleyakah on their toy theater. The periods have been spent in putting this into such form as the children thought would make it intelligible to an audience. Their first plan began with only tableaux and pantomime, but this soon was modified to a plan of having children concealed behind a screen talk for the puppets. I enclose a copy of their plan. They have arranged the scenery, planned all necessary stage properties and by the end of the week will have dressed the puppets in proper Arabian costumes. They now have two ready to use.

The younger group have worked upon the costumes and paraphernalia for their play - a copy of which was enclosed in my last report.

SCIENCE:
In both groups the children have been making crystals for their stone boxes, making the boxes and sorting over stones to fill these.

Thursday we shall go to the Field Museum to see the collection of crystals there and by Friday the boxes will be completed and filled so far as our present stone supply will allow. We shall keep adding to our collection all the spring as interesting specimens appear.

NUMBER:
The older children have worked on factors of numbers to 24. They have learned the tables of threes, fours, and sixes to 36 and fives to one hundred.

The younger group have been working on addition, subtraction, adding mixed numbers, and dealing with halves, fourths and eighths of an inch as inaccuracies showed themselves in their work in the box-making.

LITERATURE:
The children have heard the stories of Thor's Wonderful Journey as told by Hamilton W. Mabie and the "Chimera" retold from Hawthorne's adaptation.

READING:
Both groups have had new reading slips daily and for the first time the younger group have gotten to the point where every child can read all of every slip during the allotted period. This is due to an improvement in the poorer readers and also to the fact that we have been reading of Arabian Shepherds until a certain vocabulary has been fixed for the children, so that the material seems easier to them. There are two children who still have special help after school - one child who has been having the extra work is now able to go on with the rest of the group and will not continue this outside work next quarter. Of the five children in the older group who have had special help, one will drop out at once and another if the improvement of the last week continues.
STORY OF MULEYKEH

Act I, Scene 1.
The poor tent of Hosehn
Two travelers walk by and talk of him.
Curtain drops.

Act II, Scene 1.
Duhl at Hosehn's tent. He tries to buy Muleykeh.
Scene 2. He comes again - He begs to have Muleykeh given him.
Curtain drops.

Act III.
Duhl's tent - His wife begs him to eat, but he tells her he can neither eat nor sleep until he gets Muleykeh.

Act IV.
Hosehn's tent - Duhl steals Muleykeh.

Act V. The chase across the desert.

Act VI.
Hosehn sits before his tent and tells the people of his loss.
The End.
April 24, 1909.

At the beginning of this quarter I went carefully over the list of children in my room and decided to divide the children for number according to one grouping, for reading according to another grouping and for the rest of the day in the matter of general development in a third grouping. For number and reading the children are divided into three groups, for the rest of the work into two groups. The number and reading has been put in the practice period and for the next six weeks it is hoped that in this way individual children will get more nearly what they need. The children in the most advanced group in number are going on to deal with fractions, eighths, sixteenths and thirtyseconds of an inch, and to do some work in constructions as Mr. Myers advised as helpful in their power to see solids made from flat surfaces. This is the motive in the teacher's mind. The objective motive for the children is the making of a playroom furnished with necessary furniture, etc., to be sent to a convalescent hospital.

In group two are the children who have for the most part mastered the processes of addition and subtraction, but need more practice in that work. These children will get this skill through playing store, the manipulation of store-keeping being minimized and the accounts emphasized.

In the third group are only four children. They are the ones who are below normal in their power to see relations of numbers. These children are going to make a set of dominoes in the hope that seeing this arrangement of units up to twelve may help them in this need.

HISTORY:

The history periods in group one have been spent in organizing the work that they have done on shepherd life, letting each child write one phase of the work, which if it proves worth while will be used as reading for the rest of the group by making many copies on a hectograph. The work in group two in history has been in reading some slips prepared by Miss Hallon the Navajo shepherds, and a trip to the Field Museum to see the Navajo shepherd exhibit and working over this trip.

SCIENCE:

Group one have finished the mineral boxes which consist of one large box with twenty small compartments inside. They have decided upon their list of twenty stones, and have put in five of these and made the index which is pasted in the cover as a key to the box. Both groups took a trip to the Field Museum to see the wonderful exhibit of crystals and on their return modeled in clay some of the commonest crystals as a record of the trip.

Both groups made calendars on which they could note the signs of spring as they appear. Both groups have had one half hour out of doors in the garden to investigate the signs of spring there.
LITERATURE:
The first period in literature was spent in telling the story of the Chimera. The second one was spent in letting certain children tell stories to the rest of the class.
SECOND GRADE -- ELSIE A. WYGANT.

April 9, 1909.

HISTORY:

Group I. Completed written papers on shepherds of the desert. Talked of shepherds of Greece - saw pictures. Talked of shepherds of our western plains - showed pictures.

Group II completed costumes for Arab play.

SCIENCE:

Found the kinds of weeds that have come up in rasette form. Noted this and the fleshy roots on the early weeds and blooming wild flowers. Gathered sprouting acorns and planted. Planned garden in each group.

READING AND NUMBER have continued as outlined in last week's plan, in charge of practice teachers.

The six young ladies in the present practice group are all students in the Kindergarten department. In the critic meetings I have therefore tried to help them to see the relation and continuity of the grade work to this work with the youngest children. The topics for discussion are as follows:

April 14th. Fundamental principles of Froebel which persist beyond the Kindergarten. Marked changes which appear in children between four and eight years of age.

Read: Froebel: "Education of Man". Chapter III.

Hall: "Content of Children's Minds".

April 21st. Experience as the basis of a course of study.

Read: Hall: "Development of the Central Nervous System".

Dewey "School and Society".

April 28th. History and Civics as the background of experiences.

Read: Elementary School Teacher - Articles by Miss Rice.

Elementary School Announcement for the year.

Miss Dopp: "Place of Industries in Elementary Education".

May 5th. Science and Geography as the background of experience.

Read: Hodge "Life and Nature" (Intro.)

Jackman "Science and Related Subjects".

Extracts from Wordsworth's "Prelude".

May 12th. Arts - continuity between these and the "Occupations" of the Kindergarten.

Papers due on topic "Changes in Children between 4 and 8 years of age". May 17th.

May 19th. Discuss papers.

Questions and discussion of the work up to this time.

May 26th. Motive in education as a force in acquiring knowledge and as a basis of moral judgment.

June 2nd. Diagnosis of children - Study of Charts made out by Colin Scott - Mr. Gore and Warner. Reports to be handed in the
last week discussed and formulated.

June 9th. A day's school program and its relation to the child's whole day. Compare principles underlying a kindergarten program and the modifications which the children's development demand in making a second grade daily program.

June 14th - Paper is due on "Motive in Education."
HISTORY:
The history work for this week has been discontinued and writing and a review of the spelling which they have put in their dictionaries has taken its place. A committee on writing requested that twenty minutes a day be devoted to writing, for the Spring Quarter, and in compliance with this request the program has been somewhat altered for this week, taking the place of history. Later it will take two periods of history and one of science. The children have been working on the first movement suggested in the Palmer Writing System, carrying this movement over immediately into words and sentences.

SCIENCE:
Science periods have been devoted to identifying the trees in the neighborhood, there being a variety - some eight - so common that it seems worth while to have the children begin to become familiar with them. In order to bring this about we are making a tree book in which the children will put drawings of the trees, of twigs showing budding, and leaves.

NUMBER AND READING:
The work in these two subjects has continued in the practice work according to the plan outlined two weeks ago.

LITERATURE:
Spring poems have been read to the children and two memorized - one "The Bluebird" by Emily Huntington Miller, and the other, "Birds in Spring" by Thomas Nash. In getting ready a quotation suitable for the June page in the calendar which has been assigned to the second grade, parts of eight lyric poems were read to the children and the children selected from these. In order to make their decision they heard the poem so many times that these have become more or less familiar.
SECOND GRADE —— MISS WYGANT.

Report for two weeks ending May 5, 1909.

SCIENCE:

The science work of this two weeks has been observations and records of the spring and its effect on trees, birds, garden plants, animals in the garden and cocoons along the edge of the wall. The children noted eight trees with which someone in the group was familiar. These eight were the common trees of this neighborhood and therefore we went to work to recognize these by their characteristic branching before the buds or leaves had appeared. The children's objective point in this was the making of a tree book in which they keep a picture of each tree, the blossoms, the leaf buds, seeds, and will add leaves when they appear. We have made frequent trips to the garden, Wooded Island and a near-by lot in which the birds are plentiful. The children show considerable interest in their individual reports, and observations of the bird life.

HISTORY:

The history periods we have continued to use for the writing up to the beginning of this week, as indicated in my last report. This week we have begun to consider the matter of people who get food by means of agriculture, comparing them with the hunters and shepherds whom we have been considering during the past year. The children discussed how this matter of getting regular crops and produce from seed might have become general information. They made up original stories to account for it, and it seemed to be a problem quite within their grasp. I suppose a dozen children have mentioned to me new theories of how it might have come to be. Today we discussed the necessary preparation of the ground for planting, and shall go further back to primitive means of ground preparation.

The history and science periods for the rest of the quarter will be thrown together give the history in this:

NUMBER:

The number has continued as outlined several weeks ago in practice work, and each group will have completed the work outlined by the end of another week. The individual work which has been gained by this greater division of classes has seemed to me very helpful and four children whom I considered much below the average have gotten the necessary skill during this quarter.

THE READING also has continued in practice work as outlined, letting the children move freely from one group to the next as they show ability to read more difficult subject matter. The most advanced group who for a time went to read independently in the library have been spending that period for the last ten days in getting additional help in writing in which it happened that all these children were weak.

THE LITERATURE periods have been spent in reading poems on spring,
bird life, and flowers, and the young ladies who have been preparing certain old fairy tales with Miss Fleming have told these stories for my children.
HISTORY:
Discussed the beginnings of agriculture, means of plowing, planting, etc.; defense and protection of crops.

SCIENCE:
Trip to Stony Island (This is a quarry of fossiliferous limestone). The children gathered fossils and crystals of calcite and iron pyrites. They found a cave which was big enough to get into and they saw how caves might serve as a means of shelter.

In some glacial drift at the side of the quarry they found many pebbles similar to those which they found several weeks ago at the Lake Shore and in sorting these they practically reviewed all the work that we have been doing in identifying stones during the past weeks.

They saw red-winged black birds, bobolinks and sandpipers in the swamp near the quarry and on our return we got the stuffed specimens from the museum for closer study.

They found spring-beauties, violets and shooting-stars in the prairie, roots of which we brought home to put into our wild flower garden.

Work on their tree books has been continued.

NUMBER:
The work in number as planned for the practice work will be completed this week Friday. One group has made a play room with furniture getting much needed control in the use of eighths and sixteenths of an inch and in following exact directions.
Another group has made sets of dominoes and this has been helpful in teaching them the relations of numbers under 12 and combinations to 24. The other group gave up the plan of actually playing store because the manipulation of material was so great that the intrinsic number value got lost sight of. They have therefore had drill in addition and subtraction only occasionally using the store idea.

READING:
The division of the room into three groups for reading seems good economy and will therefore continue the rest of the year, although the grouping constantly changes as individuals gain power to work with the more advanced group.

LITERATURE:
The two literature periods have been taken to go out of doors because the spring changes were going on so rapidly we needed more time out of doors and this experience seemed more valuable than the same time spent in hearing stories.
HISTORY:

The work has been in the garden itself, spading, weeding and laying out beds — planning primitive tools where our modern one ran out. We have planted corn, asters — pansies, nasturtiums and put the pumpkin seeds to soak for planting.

SCIENCE:

We have had a trip to the Wooded Island and seen many birds there and in our garden. Examining stuffed specimens, drawing them with colored crayons and making bird riddles has occupied about two-thirds of the science time.

The rest we have spent in getting seeds started, discussing means of propagating plants other than by seeds, as cuttings, bulbs, leaves, transplanting seedlings, etc. all of which we have experimented with.

NUMBER:

The young ladies finished their work on Friday and this week I have given the children two tests as to their ability in adding, subtracting, writing money and fractions.

READING:

The reading has continued and the children have taken two periods to make an index get reading slips numbered and missing slips bound into their books so that these are now complete.

WRITING:

I think I have forgotten to report on writing for several weeks. We have continued the writing practice twice a week; these two periods we use the movement only without forming words or sentences, the other days we try to get the freedom each time that they write, taking only a moment or two to swing a line or two of practice movements.
SECOND GRADE -- MISS WYGANT.

May 26, 1909.

SCIENCE:
Science time has been devoted to work in the garden and daily observation of birds in the park and garden.

HISTORY:

During the history periods the children have finished the textile work and the stage setting for the play which they constructed in the winter quarter in connection with their shepherd work and which they have since been working upon in textiles and art to make the settings and stage ready.

READING:

The reading has been prepared reading lessons on birds, germinating seeds and other science material needed. These reading lessons have been prepared by the training students or been extracted from books where bits could be used though the whole was not suitable. These have been reproduced on the hectograph so that each child has an individual copy.

NUMBER:

Problems have been made involving addition, subtraction and partition, giving the actual problem and letting the children use the necessary process.

LITERATURE:

The children have had the story of "The Enchanted Stag" and "The Giant without Any Heart", both by Grimm.
SECOND GRADE -- MISS WYCOFT.

June 9, 1909.

On account of a field trip last week's record was impossible to give, and therefore will be included with this.

SCIENCE:

Planting and care of the garden, watching of birds in the garden, and wooded island, the field trip to a near-by swamp where we gathered much material, have been the subject matter of the science work. At the trip to the swamp the children found dragon fly nymphs and cecropian moths, and moths in cocoons, all of which had gone through the stages of metamorphosis. The children have recorded through painting and writing these life histories as they have seen them develop. The reading has been informational matter in regard to these animals which they have been watching.

HISTORY:

The history periods have been used in the garden and in the wood shop making the necessary tools for use on the theatre and in the garden.

LITERATURE:

The literature periods have been used in retelling stories which the children have liked best during the year.

READING:

The reading periods have been spent in reading about the science material which we have collected, poems on birds, and re-reading old printed material bound in their books earlier in the year. Yesterday we began to read The Heart of Oaks, Book III in one group. In the other group they were given a new set of reading slips which they will read through before the end of the year.

WRITING:

During the writing periods the children who have gained freedom of arm movement have been put on one side of the room. Those who still need help in that on the other side. The writing periods are divided between these two groups, working toward better form with those who have acquired freedom of movement; in the other group regarding form where there is any danger of sacrificing the freedom.
SECOND GRADE -- ELsie A. WYcANT.

June 16, 1909.

The rest of the year has been used in completing ends of work. History, science, textiles, stone boxes, dictionaries and reading books have been completed, and the material sent home. The children have been regrouped as they will be next year, and the parents of those children who are not ready for third grade have been notified the reasons, etc.