FIRST GRADE - MISS PORT, TEACHER.

Jan. 8, 1909.

Since the new student teachers were not to begin their work on the Eskimos, which is the chief topic in history and geography, for first grade work for the present, until next week, the time was spent this week chiefly in gathering up loose ends caused by our unexpected closing last term and finding out somewhat where the new children stood in relation to the old.

WRITING:— The older children have had daily short exercises in large arm movements on the board including circles, ellipses, slanting lines, loops and some of the more difficult letters written continuously. The sudden sharp turn in the weather caused considerable remark and each day they have written on the blackboard one or two sentences about winter conditions. When these could be written easily and neatly on the board, they were written on paper ruled in inch spaces. The children are not expected to write on the lines, but between them. The younger children have had simply the daily exercises on the board in the writing elements, and have attempted m, t, i, me, twi and pui.

PHONICS:— The new children have had the sounds m, s, f, t, p, and r, combined with in and am. The older children have reviewed all the consonants and short sounds of the vowels.

NUMBER:— In one lesson the children were asked to tell the various combinations that made 10. These were written on the board and the children led to make the arrangement:

\[
\begin{array}{ccc|ccc}
1 & 2 & 3 & 4 & 5 \\
9 & 8 & 7 & 6 & 5 \\
\hline
10 & 10 & 10 & 10 & 10 \\
\end{array}
\]

Then various children were asked to read the combinations rapidly in order. Finally the figures were erased and many children given the chance to say them. The same exercise was continued with combinations making 8, 9, and 11. In another lesson they manipulated blocks 2 x 2 x 1. 18 blocks were placed on the table different children counting them by 2's. Rapid groupings were made of 3 6's, 6 3's, 9 2's, etc. 16 blocks were used with combinations of 8's, 4's, 8's. 12 blocks were used and the children arranged them in every way possible using two rows— 6 & 6, 5 & 7, 8 & 4, etc. The aim was constantly to have the children work quickly, testing their images by having them give the results in words. Considerable work with the new children was done on the writing of the digits, their street and telephone numbers.

Note: The correct facing of numbers apparently appears to the children as the most arbitrary of all the arbitrarinesses they are called upon to excuse.

READING. One group has been reading over the lessons on farm life in the Brooks Primer. They have also read four of Aesop's Fables from Nash. Most of the children are still very dependent on help in their reading while a few seem to be on the eve of that sudden jump to comparative independence. The other group have had three sentences: "January is a cold month. Snow and ice come then. The north wind brings the snow and ice." They have seen and read these sentences
several times, picked out the various words and have arranged the separate written words of the first, pasting them in order on a paper:

**SCIENCE** - This week we brought to light the narcissus and crocus bulbs which we planted in October and have watered and examined weekly. The pale color of the stalks was noted and compared with the bright green of the Chinese lily kept in the room. The difference between the narcissus and crocus sprouts was of interest, as was also the curious sprouting of a bulb planted upside down. The directions for care of bulbs when brought to the light was written on the board and read by the children. "After bringing to a light warm place, water daily, giving a little at first and increasing until they are growing well." This developed into quite a reading lesson and for the first time the children were asked to look at the words analytically, underlining the parts that said "ing", "in", "w", "a", etc.

As noted above, the sudden and severe cold has been of interest and several weather conditions discussed. Two or three poems appropriate to the season have been read and one - "Snowflakes" - partly memorized. In the poem "Jack Frost" by Hannah Gould, the frost is represented as breaking a glass left filled with water. The children were eager to try the experiment of putting out a bottle filled to the top. When the bottle was brought in cracked and falling to pieces the children were not nearly so interested in that fact as in the beauty of the bottle-shaped crystalline piece of ice. Not one child was satisfied until he had felt the "ice bottle" and commented on its shape and smoothness.
Chicago, Jan. 8, 1909.

My dear Mr. Judds—

You asked me, in my first report, to bring to your mind the subject of the age for entering first grade and the attendant question of how many times per year new children should be admitted. The fact that nine new children have come in this week and the prospect of another small set in the spring makes me doubly anxious that some policy be decided upon. To my mind, as conditions now exist, the promotion to first grade is considerably more of a change than the promotion to any other grade. Thus new children coming in tend to disorganize the work more or less. Hence it would be helpful if we could have not more than two times during the year for admitting. If that were true it might be wise to admit any child who would be six before the next registering time.

The tendency has been to take in children under six from outside on their parents' word as to maturity and ability, while from the Kindergarten they come in on the recommendation of the teacher. This has caused some feeling on the part of Kindergarten parents.

If this question could be decided before registering time next spring, it would simplify matters.

Yours truly,

E. Fend

Jan. 8, 1909
HISTORY AND GEOGRAPHY:

The general subjects for consideration and study in the first and second grades are food, clothing and shelter, of which the last, shelter, belongs to the first grade. In the winter quarter we begin with the work on Eskimo shelter. It is, however, quite impossible to study the subject of housing without going more or less into the life of the people. It is the endeavor to limit the study to those phases of the life that are most characteristic of the climate and learn the general aspects of primitive industry for the second year. The history and geography work is in the hands of the practice teachers and with the related reading, writing and stories takes about three and one-half hours per week.

The work was begun with a discussion of severe winter conditions here and the consequent changes in our lives, appearance of landscape, habits of animals, etc. From this the talk was led to Arctic regions and an attempt made to get the children's information concerning them. Numbers of pictures were shown and the children allowed to make blackboard drawings of winter scenes here and in the far north.

Incidental to this there came some drill on the different directions - which way is your home, downtown, Jackson Park, Washington Park, the University, etc.? Most of the children had been south and knew that the weather grew warmer as you went there; also that it was cold "at the North Pole." They had much scattered information about the Eskimos. One little boy knew that there was no sun in the winter and that they got their light from the moon, the stars and the Aurora Boric-acid.

They knew about the snow houses and began some models in clay.

The clay bricks were made fairly accurately to the scale, two by one by one-half inch. Several children work together to make one house. One group has also had a lesson in paper cutting of igloos, ice-bergs and men working.

NUMBER: The number drill this week has been entirely on the various combinations of 12. The children have manipulated blocks as rapidly as possible making successively:

\[
\begin{array}{cccccccccccc}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 & 11 \\
12 & 10 & 9 & 8 & 7 & 6 & 5 & 4 & 3 & 2 & 1 \\
12 & 12 & 12 & 12 & 12 & 12 & 12 & 12 & 12 & 12 & 12 & 12 \\
12 & 12 & 12 & 12 & 12 & 12 & 12 & 12 & 12 & 12 & 12 & 12 & 12 \\
\end{array}
\]

They were asked to change, moving as few blocks as possible, 6 and 6 to 5 and 7, 6 and 6 to 9 and 3, 11 and 1 to 10 and 2, four 3's to two 6's, etc. When the 12 blocks were arranged 3 by 4 their attention was called to the three 4's in one direction and the four 3's in the other. The same exercises and some others were carried out using children instead of blocks. They have written the different combinations on the board and on paper. There has been a contest as to who could think of still one more way to make 12. Rapidity in recognizing groups, and clearness of statement have been the special aims.

Incidental to the measuring of the clay bricks, the new children had a drill lesson with rulers, finding 1/2, 1, 2, 3 and 4 inches and drawing lines of the different lengths.

ENGLISH:

Literature - The children have finished committing to memory, "Snowflakes" by Mary Mapes Dodge. They have had the poems, "A Midsummer Song" by Gilder, "The Cow-boys Song" by Wells and "Romance" by Setoun.
And besides the Eskimo stories, the "Bill of Atsi" and "The Shoe Maker and the Elves".

Reading. Phonics. The new children have had the consonants m, t, s, f, ñ, p, h and short i and a. The older children have worked with short i, ar, and light.

The younger group have had a few simple sentences about the Eskimos. The others have read three lessons from the Brooks Primer about a snow-storm and sleigh-ride. They have also had several reading lessons from the board. The following is typical:

There is a cold, cold land in the far north.
In January there is no sunlight.
It is like night all the time.
There is a little light.
It is moon-light and star-light.
If you were there, you might see the moon at lunch time.
But where is the place to eat lunch?
Where are the houses?
Where are the trees and bushes?
There is just snow and snow and snow.
There is ice, too.
That land is not like our land.
Chicago, Jan. 20, 1909.

My dear Mr. Judd:

In the chapter on writing in Genetic Psychology, you spoke of giving the children only large free writing exercises for the first two years, to be followed by a year of drawing letters from copy. Where do you begin to count these first two years, with four and five-year-olds or in the first and second grade? If your count begins with the latter, do you mean that children are not to write with meaning until beginning the fourth grade? This point is so important in the understanding of your ideas that Miss Wygant and I join in asking for the bit of information.

Yours sincerely,
HISTORY AND GEOGRAPHY:
A continuation of the subjects of Arctic landscape and Eskimo shelter has occupied the time this week. The children have finished modeling their clay Eskimo houses and have made the tunnels and outer igloos. They looked at pictures and discussed the best and various ways of keeping out wind from the houses and each group decided its own method - curved walls, tunnels, etc. One lesson was devoted to the inside of the house, its furnishings and so on. They cut one igloo in two parts, laterally and made the bed or bench inside. One lesson was devoted to the discussion of a plan for laying out an Eskimo village and scene, the work to be done next week.

An especial attempt has been made to give the children as vivid a picture of the physical conditions as possible in the hope that they might partially evolve the consequent mode of life. The result is very questionable, and probably from two causes. In the first place some child is almost sure to have had the information already from some book or older person. And then, after all, the children have very little actual experience on which to build, by analogy, any idea of Arctic conditions. They at six years, can remember, at the most, only two winters, with a very limited number of big snow storms. Probably not half a dozen have had any winter experience in the country. With these meager pictures in mind it is impossible to believe that they have any living image of Eskimo surroundings. They are, however, so quick to take hints, their interest so ready for tapping, that they give a fair imitation of entering into the life. The work is certainly not valuable as a calling for the child's invention. Whether it throws any light upon or appreciation of his own life is a question. During the week of special attention to the subject, I have seen only one instance of graphic picturing. A practice teacher was telling the Eskimo myth of the sun and moon - how the one chases the other around, as around a house. A little boy spoke up, "That is the Eskimo story. If it were our story, the world would be the house with the sun and moon chasing around."

NUMBER:
There has been nothing in the other work to call for mathematics, except the making of bricks to scale and the houses to a certain size agreed upon. The number drill has been practically the same as last week - combinations contained in twelve and ten. Considerable attention is still paid, with the new children, to the writing and recognizing of the digits.

SPEECH, READING, ORAL READING & DRAMATIC ART:
The children have read and committed to memory "Seven Little Snow Birds". They have had several Eskimo myths and stories, some old favorites, and for a new one, the story of "Persephone". There is one period each week devoted to the telling of stories and rhymes by the children. After a child has volunteered once or twice and is a little free in his attitude especial attention is called to his enunciation and clearness of speech. In one lesson they were given time to study the fable of "The Lion and the Mouse"
carefully. Then different twos were allowed to take the parts and read the dialogue, another child filling in the explanatory parts. This was the first attempt of the sort and called for a clearer understanding of what they were reading. After they were quite familiar with the parts, they were led to read them with some dramatic emphasis and feeling.

SCIENCE:

The study of some of the Arctic animals - their appearance, habits, etc., has been the topic of two lessons this week. The walrus, polar bear and reindeer were the ones selected. The children have all seen the bears and red deer at Lincoln Park and will see them and the Walrus stuffed at the Museum next week.

The hyacinths and narcissus plants are beginning to blossom. The children make daily observations on their progress, noting the change of the plant from yellow to green, the appearance of flower stalk and sheath, the time they can detect fragrance and so on.
Spirit is a rather elusive subject to try to catch and put on paper. It defies tabulation and organization, and can be made to cover anything.

In the talk today Miss Latham wasted consider the older children, I have the entering and younger ones, leaving to Miss Hinman the more organized social side of the school. Miss Hinman, unfortunately, cannot be with us, so her subject will be included in the more general aspects.

We should all probably agree that there are several kinds of spirit shown by children, sometimes very clearly differentiated even in one child. The chiefly interesting phases to us are his spirit toward his companions, toward his work, and toward his teachers. We all know the homes these children come from, - know that they are accustomed to comfort, to beautiful surroundings, to travel, to refined people, good English, conventional manners, and to service in every direction. What is the result in our six-year-old? A child alert and responsive, oftentimes to the point of nervousness, with a wide field of general, unorganized information, able to express himself easily in speech, friendly and trusting toward the world at large, but leaning back pretty comfortably in the fact that that world was made to serve him, and that his duty lies in accepting that service.

The child who has reached the six-year mark by way of the Kindergarten has learned many things about living with his companions. But when he enters the first grade there is a pretty big and confusing jump. His world has increased disproportionately to his maturity. Instead of slipping unobtrusively into the end of the hall under the guidance of mother or nurse, he enters the building at recess with two hundred others - a hurrying, jostling, eager two hundred - he walks through interminable stretches of hall, he is told to go quietly so as not to disturb people working, he creeps past the fourth grade perhaps as if it were a sanitarium for nervous prostration, and is met by scuffling older children, loudly laughing high school students, even teachers talking in audible tones. Another time he enjoys in his own way his trip from Monroe to Kimbark, and his attention is called to the military precision and excellence of some older grade.

And the teachers - one tells him he must not speak when he has something to say; he must hold his hand up (maybe till the thought has gone), another seems to like it when he bursts out, but looks bored if someone else happens to be talking too. Still another expects him to know when to speak out and when to raise his hand. So many different ideals to meet! One group including two members new at Christmas time, have had ten teachers per week. This week they will have two new ones substituted. This is not offered as a criticism of existing conditions - but simply as the foundation of a tribute to one element of the children's spirit - their adaptability - their tenacious hold on sanity.
In an entering group there are general sixteen different kinds of children. There is William (for the benefit of those who know them, I will give the names, but we all know the types), with an ordinarily good quality of brains, but so absolutely dazed by the new order of his life that he does nothing but confide and trust in good will toward himself at least. Alice, who smiles her serene way from nine to twelve, smiles when she does not know, and infrequently when she does; smiles at her coming and her departure, a sealed secret to everyone. Wesley, controlled, eager, fully cognizant of his own power and happy to use it in any direction presented, at the same time keeping constantly his own individuality. And Grace Lorraine, with more bristles than a porcupine, casting them liberally about, but ready to respond instantaneously to affection. These four and twelve others, to work with five, six or ten teachers per week and live in some kind of harmony. Is there any way of doing it except through the work and the spirit toward that work?

We cannot resece the children in the same mould. We teachers cannot and would not meet them after the same pattern. But are there one or two manners, customs, habits of general conduct on which we could unite? Would it help these new children in their complicated days to have something to tie to on which everyone had agreed, even though they might not understand at first the full meaning of the custom, shall we say, or rule?

On the play ground: Could the children in any way be led to more organized play? Am I right or wrong in thinking that most of the activity of the younger set is simply roughhouse—snatching each other's caps and the like? Why are the games of the gymnasium not carried over to recess?

At the lunch period: Is not most of the disorder and discomfort caused by less than one-fourth of the children? Are the rest not for the most part fairly courteous and thoughtful? Could the few be treated a little more individually, actually taught how to do and not to do, how to respect the rights of others?

And now, is there any element in this spirit of the school that we care more to emphasize than respect? Self respect that enables one to learn from the stronger and lend a hand to the weaker—the respect for friends and companions, for older persons, and last, but not least, for materials and the labor that made them possible. Perhaps there is not one among us who would not agree that the spirit of the school that we want is the intangible something emanating from working together for a common cause. Are we clear as to that cause? Today must be given to the discussion of some of the details of our daily association, but I cannot resist the putting of a plea for a talk some time as to that same cause. Is the spirit we are trying to cultivate in the children toward their associates and their work going to develop in the proper appreciation of their duty towards the bigger world? Is there any more vital way of doing this than the giving of a few cans of corn at Thanksgiving and some cast-off toys at Christmas? Is there any moral lesson to be drawn from such an exhibition of hand work as we had at Christmas time, at once the most beautiful and most impressive I have ever seen? We have upwards of five hundred citizens in the making, to be in a position of almost unlimited possibilities. Do we couple this fact with the other from the daily papers that so far this year there are more applicants for help from the charity organizations than have been put
to that humiliation for fourteen years? Is our common cause an adequate one?

When Miss Latham and I began to plan the line of discussion on this subject, we found that we were going over in substance the same ground we had plowed last year after the questions on the subject of the social life in the school. It seems unprofitable to go over the same questions again without first recalling the conclusions we came to then, and how we feel about them now. Has our discussion then altered anything—or is our educational duty in conference complete with one hour's talk per week? If there is no objection, I will read the questions we had at our former meeting, from which we can select the ones we care to talk upon next week:

1. Life together in the schoolroom.
2. Free playtime both in and out of the building.
3. In the formal i.e. planned school parties and festivals.

1. Life together in the schoolroom.
   a. What is the best social grouping as regards numbers?
   b. Should the amount of free expression allowed to the children be regulated by the size of the group?
   c. Does free expression in groups of our present size produce over-stimulation?
   d. Should all teachers, critic, special, and practice, hold to certain defined schoolroom customs? Why?
   e. Is it desirable and feasible to have a uniform code of schoolroom morals throughout the school? In morning exercises?
   f. What should be the rules governing groups who pass to classes through the halls and from one floor to another? Should these be identical with older and younger children? How could these be enforced?
   g. Is irregularity in the program source of unrest in the schoolroom?
   h. Should special teachers when unable to meet their classes at the appointed time be required to provide an alternative for that period?
   i. When classes are prevented from meeting their special teachers, should notice be sent?

2. Free playtime.
   a. Of what sort should the absolutely free play be? Proportion and amount?
   b. Does the school provide material for the right sort of free play within the building?
   c. Is it desirable that there be control of the entire playground?
   d. How can tardiness be controlled where children do not hear the gong?

3. Formal, i.e. planned parties and festivals.
   a. Do parties show the children at their best? Are they characterized by as great courtesy, freedom and good spirit as similar home functions would be?
   b. Are the parties which involve from three to six grades
too large? What are the desirable features; dangers? Should these occasions be of rare or frequent occurrence?

c. Should the social events be the outgrowth of the children's plans, or entirely the organization of adults?

d. Are the plans of entertainment too varied and complex?

e. Is the process of preparation, or the resultant festival the main educational consideration?

f. Does our faith in the educational effect of an artistic result in a final occasion lead us to over-stimulation in the effort to achieve this finish? What is the guide?

g. Could objection to the use of ball-room conventions among the younger children be raised; for instance, the use of Mr. and Miss in the primary dancing classes; the encouragement of deference showed to the girls by the boys? Could this be a source of self-consciousness which becomes troublesome later? Or would its usage be a correction for such self-consciousness?

Of the children in the school, does the majority react differently to the three forms of social life?
HISTORY & GEOGRAPHY:

The children have made their Eskimo village and scene. They laid out a space 13 by 6 feet and tacked down white outing flannel to represent snow, making various hills and bumps. They selected the five best igloos and tunnels for the village, deciding to put them beside hills for protection against wind. A frozen lake was represented by a large pane of glass and powdered mica sprinkled over the whole. Polar bears, seals, walrus and dogs and sleds were made in clay. The children were delighted with the result and several mothers have been brought to school by force to see it. As usual they are chiefly interested in the dramatic and play possibilities in the representation. As in the sand pan farm - the thing has to act and the dogs are run with the sleds and the seals speared until the clay crumbles to dust. There is considerable difference shown in the attitude of the older and younger children in this matter. The younger seem to care not at all for the truth of the picture, while the older begin to devise ways and means of bettering the scene so as to make it "like a real one". They spent one hour and a half at the Eskimo exhibit noting particularly the different shelters, clothing, animals, boats, sleds and lamps. They have modelled lamps in clay and when they are quite dry will burn them with fat and moss.

Following the visit to the Museum there were several opportunities given to the children for free drawing or paper-cutting of what they had seen and liked most. They have had descriptions of the summer homes and have begun to plan the making of a summer scene. They drew the pictures of skin tents on the board and one child put in a rising sun, saying, "This shows the Eskimo it is time to build his summer home." It was a pretty clear adaptation to the point at hand of facts presented in an entirely different manner.

NUMBER:

Before the children made their Eskimo lamps, they were asked to draw from memory of those seen at the Museum, the plan for one similar in size and shape. The best plan was selected, measured, found to be 9 by 6, and the children then made their lamps by the same measurement. In laying out the village they had some practice in the measuring by feet. The cloth was measured and cut to fit the space planned. The drill work has been similar to that reported previously. The new children worked on a February calendar and with one exception had creditable results. The calendar work is chiefly valuable for its repetition with variation each month and the legitimate reason for practice in writing numbers in notation.

SCIENCE:

The interest in the blooming narcissus still maintains, and at the same time a personally reproachful air toward the hyacinths which have received the same treatment without any response to speak of. The children have made a list of the food their pet rabbit likes best and one child is responsible each day for bringing its dinner. One period was spent on the seal in
picture and description. The difference in its breathing from that of the fish was chiefly noted and the good to the Eskimo in its habit of coming to its breathing holes. Its way of hiding its young and the various used by the Eskimo of the different parts of the body were the topics of next importance. One child remarked, "I guess his head is so pointy, so that he can shoot through the water quickly after fishes."

SPEECH, READING; ORAL READING & DRAMATIC ART:

We have been reading the Assop Fables, the children being allowed to take the parts and read the dialogue, with one child or the teacher reading the explanation. This calls for fairly advanced understanding and adaptation of the subject and necessitates the seeing of bigger phrases or wholes. They have had quite a little drill on some of the short words that are hard to learn and occur frequently - "what, that, where, there, of, for, were, was, saw", etc. "Would" proved a hard one to remember; so the following verses were given:

"I wouldn't be a duck", said a girl,
"I wouldn't be a duck, would you?
With nothing but a quack and a feather to my back,
I wouldn't be a duck, would you?"

"I wouldn't be a girl", said a duck, etc.

The verse was first written,
"I would not be a duck", etc. and after the children had said it their attention was called to the fact that it was easier to say, "I wouldn't than "I would not" and the use of the contraction and apostrophe explained. Part of one lesson was used for the studying out phonetically of some written invitations from the Third Grade to a dramatic performance.

WRITING:

The older children wrote on paper their acceptances of the Third Grade invitation, "We are glad to come". They have written several sentences on the board about their Museum trip and some on paper.

The new children have had daily exercises on the board and once or twice on paper with crayons rather larger than ordinary chalk. They do no writing so far, except their names, and several single letters in connection with phonic work.

LITERATURE:

The only new story this week has been Kipling's "White Seal".
HISTORY AND GEOGRAPHY:

The children have made some Eskimo sleds from cardboard. They were first given paper, paste and scissors and asked to construct their own. They had previously seen the real ones at the museum and had seen pictures and discussed the uses. Some of the children were not able to get a satisfactory result; so the best model was selected by the class, measured and copied in cardboard. (See Mathematics).

On Thursday Miss Rice brought her class to hear a resume of all the Eskimo work. We first talked over the different things we wanted to tell each child selected his topic. It was found that the younger children had to be left out entirely since they are not yet expressive enough to report on review work. (Or else they were not interested enough in giving it that way). The topics selected were the country, animals, summer and winter houses, sleds, boats, fishing and clothes. They explained their model scene and told how they had made it. Last Sunday a number of the children went with me to hear Dr. Grenfell tell some of his Arctic experiences, especially of his being adrift for some days on an ice-berg. The children were so interested that a period was given during the week to the telling of the story to the other children.

MATHEMATICS:

When the children measured the sled they had selected as the best, they found it 9 by 4 1/4 inches. The younger children were given pieces of cardboard that size and the older ones measured and cut their own pieces. The rest of the work called for measuring and drawing lines one inch from each side and two inches from one end, one inch from the other. This was done accurately from dictation after they knew the form of the finished product.

In the drill work this week we have used the square blackboard for counting various combinations as far as twelve with one group and fifteen with the other.

READING AND PHONICS:

Some of the older children who are slow in reading are having a special class in the afternoons. When they were given a choice as to what to read, one child said, "Oh, let us begin at the first page of some reader where it's easy and read right through." And another added, "Please don't make us 'look it over' first. Just let's read and when we don't know the word you tell us." They all demanded this method and seemed not to care for any content, if they could get a feeling of having accomplished something by going over a certain number of pages. When we had gone a little way, one little girl turned back to count and exclaimed enthusiastically, "We have read six pages! Pretty soon we'll be thru this book, and then we'll read another and another until we're in high school!" The eight years ahead seemed to melt into minutes in the light of those six pages.

We are going on with the reading aloud of dialogue, hoping to get clearer understanding and more intelligent expression.
The younger children have had such sentences as, "The Eskimo clothes are made of skins. They use bear skin, seal skin, deer skin and birds' feathers to make clothes".

WRITING:
Besides exercises, the older children have written some one short valentine sentiment on the valentines they made. They also wrote, first on the board and then on paper, from copy, four lines of Kipling's "Seal Song":
"You mustn't swim till you're six weeks old,
Or your head will be sunk by your heels,
And summer gales and Killer Whales
Are bad for baby seals."

In the phonic work particular stress has been laid on the vowel sounds. - For instance - the letters m t would be written several times on the board and the children asked to make mat, met and mit. The same was done with p n, p t, s t, etc., using the different vowel sounds. They were also given practice in recognizing words from my sounding them slowly. I find that most of the children know the sounds they have had fairly well, but few are able to slide the sounds into words.
HISTORY & GEOGRAPHY:
This week the children have made their Eskimo summer scene. They used black soil in the sand box, making a hill and excavating from the side of it in order to build the house. The house was traced with reeds and a frame work of sticks, representing driftwood, is ready for its skin covering—namely the wrist parts of long kid gloves. Polar bear rugs cut from fuzzy white flannel are on the floor. Moss covers part of the ground and a few patches of snow are left here and there. The dogs and reindeer have been transferred to the summer scene and the play goes on. To watch their free and spontaneous play with such model is almost the only way of testing the vividness of the children's images. Of course most of it is simply a joy in manipulating the parts as objects around which activity, pure and simple, centers. But there is also frequently shown some realization of the foreign conditions. One day this week the snow was in good condition for packing and the children went out doors and made snow huts. I might mention that this was begun without suggestion from any adult. They tried to use the broken chunks of snow for bricks, but found that their only successful way was in packing solid walls. One period was used on the ice playing the Eskimo "hockey." The game had been explained, the children had brought their sticks from home and had chosen their sides some time before the right day came. It afforded a good chance for team work, observance of rules, and fun. There is no experience where the changing state of the six-year-old shows more clearly than in such a game. The less mature ones are perfectly willing to follow a leader, but they follow as individuals rather than as parts of a whole. After a few months they amalgamate for a common end with greater ease; though they are much more critical of their leader.

MATHEMATICS:
The children made some heavy paper covers to hold their writing and number papers. They first measured one of their papers and found it 8 by 10-1/2. They decided to make the cover extend half an inch at top, bottom and one side. It was to be cut double and folded; so they finally got the measurement 17 by 11-1/2 and drew such a rectangle on the board. They were then shown a piece of heavy paper for the cover and asked to measure it. It was found to be 20 by 25. They were left with the problem of how to cut the paper so as to get two pieces 17 by 11-1/2. After several days the subject came up again and a number of the children knew immediately that the first thing to do was to cut the large piece into two pieces 12-1/2 by 20. From that point they all knew how to proceed, even to using their twelve inch rulers for measuring 17 inches. They had used the yard stick on the board). When I suggested that there was a quicker way to measure the 17 inches, one boy said, "I know, just measure back three inches from the twenty." After the plan had been made the older group were asked if they could carry it out all alone. They were quite sure they could,
but asked to have the drawing left on the board. They were
given the material and left entirely alone for twenty minutes;
at the end of the time thirteen had correct results, one had a
usable one, though too small, and one other, who had not followed
the plan at all, had quite failed.

READING AND WRITING:

From this time on, considerable time will be spent on the
number work involved in the cooking, and the making and writing
recipes of the articles cooked. This week the children
reported to me what they had done in the cooking time and we
prepared the following recipe:

   Nut Crackers,
   Beat the white of one egg
   Stir in 1/4 cup of powdered sugar
   Spread the egg and sugar on crackers
   Sprinkle 1 T. of nut meats
   Put in oven and brown.

After a drill on the more familiar words and a little analyt-
ical study of the new ones, the older children wrote the recipe
from copy. They first practised on the board the words that
seemed hard to them and then put it on paper. The younger
ones were given the separate words of each sentence to paste in
order on a large sheet of paper.
Report for the four days of the week will be short, since the work for the most part has been a simple continuation of repetition of the week before.

We finished up the Eskimo work by playing all the games we could manage and trying the races - the stiff elbow and knee race, the folded arm, stiff-kneed, wriggling race, the musk ox game, and hockey. They had also read of how two children would sit facing each other and unsmilingly describe each other’s appearance. This they insisted upon trying and although they were unsmiling, they were so sincerely complimentary in the details that the game had to be discouraged. Each group had one period for burning of their Eskimo lamps made some weeks ago. They used dry moss and mutton fat, and were surprised when they really had fires. We darkened the room to get full benefit of the illumination, and they boiled an egg over the best burning lamp. The dividing of the hard-boiled egg into 16 parts was quite a task, for each one was anxious for his taste.

MATHEMATICS:

Many of the children have had considerable difficulty in finding the given pages in their books; so we spent some time in practicing upon them. The numbers 1, 45, 100 were placed some distance apart in a horizontal line on the board. Then the children were asked where 56 would come, on the "one" side or on the "100" side. Then 17, 82, 63, and so on. In short, an attempt was made to find out whether they knew anything more than merely counting, any quantitative value. For the most part they answered glibly enough and seemed to understand, but when we came to the books again, after some practice with them I find the same tendency to find places by the pictures or appearance of the printed page.

On Friday for the older groups I wrote on the board: "Sunday is the last day of February.
Monday is the first day of March.
We must make our calendars today.
Can you do it all alone?"

With help on a few words they read it silently, and were asked to write yes or no on the board. The yeses were eleven, and those children were left with their materials in one room - the others were given the necessary help in another.
When they had been working for some time, one little boy came with a pleading face, "Just let me ask one question - it won't take long: How many days in March?"

Their drill work is still on the various combinations as far as 15 with one class, and 12 with another.
Miss Port - #2.

SPEECH, READING; ORAL READING & DRAMATIC ART:
This week the children prepared and gave a morning exercise. They decided to play some of the stories they had been reading. They chose Aesop's Fables of the Fox and the Goat, the Fox and the Crow, the Wolf that played a tune, and a conversation between an owl and a cat. One child acted as explainer, announcing the names of the plays, the animals, etc.
HISTORY, GEOGRAPHY & SCIENCE:

This week one group began their Indian work. An attempt was first made by the teacher to find out what the children already know about Indians and their way of living, as well as their environment, plains, mountains, forests, etc. They were shown many pictures and had several stories and descriptions read to them. They have drawn many illustrations on the board. One picture in particular they showed special interest in drawing, was the Indian's storehouse in a tree, with a ring of pitch around the trunk to keep out squirrels. They have planned two scenes in the sand pan, and have begun to make wigwams, decorating with colored chalks. Some of the children have also begun some pocket bags of chamois skin, placing them together and fringing the sides. These they will decorate with glass beads.

One group of children is doing work in the Guiana people with students before Miss Baber's class. The following is the report of work done by student teacher:

Monday. Visit to Conservatory.
Trees on roadside -
Dark color -
Bare - Brown leaves on oak -

In the conservatory - heat, took off wraps immediately, color, green vegetation, tall trees - leaves near top.
Pandanus, roots, prickly leaves - dragon tree, palms, ferns, large thick leaves - bright flowers, trunks of trees, color, size.

Tuesday -
Tried to give the children a big picture of tropical country, bright, hot sun, vegetation - animal life.
Interest centered around the story of a little brown baby, her playthings, home.
Showed children tropical butterflies; snakes, slides showing typical tropical scenes.

Wednesday. Continued story to give picture -
Anthill, insects, baby's bath in river - dried in grass, hammock, fire under hammock.
Story of a wild animal to show why the fire is necessary.
Picture of coconuts grove, boy climbing a tree.
Children examined a real coconuts, discovered how to open it, milk - how to break shell, tried to get the meat out and did not succeed. Wondered how the brown boy gets it out.

Thursday. Reading lesson. The lesson told who the brown boy was and what he was doing and how he may get the meat out of shell.

Each child chose a picture that he got from the reading lesson and drew it on the blackboard. Children examined a coconut in the outer shell and discovered the fibre used for the hammock.
Miss Port - #2.

MATHEMATICS:

Early in the week one group of children made milk toast, using $\frac{1}{4}$ cup of milk for each person. They had several drills on $\frac{1}{4}, \frac{1}{2}, 3\frac{1}{4}, 1, 1-\frac{1}{4}$ and so on, with the cup itself, and drawings on a squared black board. They found out how much milk would be required for two persons, three, four, five, and so on to twelve. They found out how many persons could be served with $\frac{1}{2}$ cup, $\frac{3}{4}$ cup, 1 cup, and so on to three cups. Then each child was asked to draw a cup or cups showing any quantity of milk he wished, and write underneath the amount of milk shown and how many persons it would serve. This was the older group.

SPEECH, ORAL READING, READING & DRAMATIC ART:

There is a growing interest in the Friday story time when the children have chances to tell any stories or verses they wish. Even the more timid ones are taking their turn.

They have all been learning "Foreign Children" by Stevenson, and one group has had the first verse for a writing lesson. They have read bits of Hiawatha to them, and the stories of "Little One-Eye", "Little Two-Eyes", and "Little Three-Eyes". The younger children have made, read and pasted the recipe for fig sandwiches. Stir $\frac{1}{4}$ cup of water, two tablespoons of figs, two tablespoons of sugar, one teaspoon of lemon juice, boil till it is thick, spread butter on one slice of bread, spread figs on another slice of bread, put the two slices together. These sandwiches were made and served to the other group at recess.

The children wrote the following invitations to the Kindergarten children: "Please come and dance with us on Tuesday morning."
FIRST GRADE -- MISS PORT.

Mar. 16, 1909.

HISTORY, GEOGRAPHY & SCIENCE:
The children have worked out two Indian scenes in the sand pans. One is an Indian village, the forest of pine twigs at one end, a corn field at the other, a circle of wigwams surrounding the fire. They have made pots of clay and put them on the fire. The other is modelled after the scene from Hiawatha by the shores of "Gitchee Gumee", "Dark behind it rose the forest," etc. It consists of the forest, one wigwam, a clay-lined lake on which they float canoes, and a shelter of notched twigs and matting. They have finished the Indian bags of chamois decorated with beads. They have ground corn with the Indian stone mortar and pestle. They have sifted the corn meal, planning to make hoescakes. They have visited the Indian exhibit of the Field Museum twice, noting the dramatic models of rug-making corn-husking and grinding, preparation of skins, pottery-making, basket-weaving, sports, hunting, shelters, etc. More interest is shown in these dramatic models than in the actual articles of dress, weapons, baskets, and so on.

The following is a report on the tropical work done by a student teacher:
First day.
Told the children a story of the little boy going hunting. Brought in beautifully colored tropical birds, showed them stuffed birds from the museum. Told them about the ant-eater, jaguar and monkey, and showed them pictures of these animals. They drew pictures of the different animals.

Second day.
Modeling lesson.
Children looked again at the stuffed birds, and each selected the one he wished to model.

Third day.
Reading Lesson.
A story including for the most part knowledge gained by them in the previous lessons.

MATHEMATICS:
We have been having many drills with large cards on which are printed various combinations of number. The hope is that the children will become automatic in thinking 9 immediately upon seeing 4 + 5; or 13 upon seeing 6 + 7, and so on. The children who have been studying in the tropical work, the cocoa-bean and cocomut, made in their cooking lesson cocoa and cocomut wafers to serve to Miss Baber's class of thirty. They recalled their recipe for cocoa - two teaspoons of cocoa, two teaspoons of sugar, one-half cup of water, one-half cup of milk, and after considerable drill were able to find out how much of the various ingredients would be necessary for making thirty cups. The same plan was carried out with the recipe for cocomut wafers.
At the beginning of the new quarter new student teachers have been assigned for practice work. While waiting for them to observe the children and work, and to get their plans in readiness we have been and will be spending the time on the more formal work, reading, writing and number work, per se.

READING:
Some of the more advanced children have been reading simple books to themselves, such as "Little Black Sambo" and Gertrude Smith's "Arabella and Araminta". They are generally given five or ten minutes at the end of a lesson in which to read the interesting portions to the rest of the class. Since the reading aloud of most of the children is a matter of merely pronouncing the words, we have been paying special attention to giving pleasantly a few short poems, reading them over and over until the children are familiar enough to give it smoothly and with a little expression. The books used have been Nash's "Aesop's Fables", Book I, Light's Literature, and Lane's Stories for Children. About half of the children who entered at Christmas time are beginning to read a few simple things from books.

The work in phonics follows much the same lines as before reported. The younger children are using the sounds m, s, t, r, f, p, n, c, k, l, b, g, d, a, e, i, h, w. They make and recognize words composed of these sounds and have such exercises as the following: The word pen is written on the board a number of times and the children asked to change it to pen, pin, ran, pat, plan, and so on. The older children have worked this week on the long sounds of the letters a, e and o, formed by the final silent e.

WRITING:
The younger children have so far had written exercises almost entirely on the board. They practice the various letters using them in long lines of h, k, l, p, etc. The other children, besides their written exercises have written their recipe for coddled apples. This recipe is:

Boil one-half cup of sugar and one cup of water. Pare and core an apple, boil the apple in the sugar and water until it is soft. Take the apple out, and boil the syrup until it is very thick; put it on the apple.

The children keep these recipes in book form, together with the printed form.

NUMBER:
One period when both groups were together was given to the game of standing according to the number called. Beginning at one end of the row two children would stand, then four, then six, eight, and so on, then different counting was used, such as one, three, five, seven, then as the children grew alert, more complicated counting was given, as one, four, seven, nine, twelve, fourteen, seventeen, and so on. If a child rose at the wrong time or failed to rise at the proper time, he left
the game. Different children did the counting for the rest.

Considerable time has been spent in organizing several games involving the keeping of score. At one time it was the bouncing of balls, at another time skip-rope, and another time ring-toss. The children keep their own score and then they all add them up at the end of the game.

LITERATURE:

The new stories this week have been "Boots and His Brothers" from Dasent, and the Easter story of "The Lark and the Butterfly". The poem was read of "Who Stole the Bird's Nest", by Jane Taylor and "The Robin and the Chicadee".
LST GRADE -- MISS PORT.

April 9, 1909.

READING:

For Arbor Day the children are to learn the following song:

"Dear little tree that we plant today,
What will you be when we are old and grey?
A savings bank of the squirrel and mouse,
For robin a nut-hatch and high leafy house,
The dressing-room for the butterfly's ball,
The locusts and katy-dids' concert-hall."

Previous to the reading lesson on this first stanza, in our phonetic lesson we got by sound the following words, "tree", "that", "plant", "day", "will", "when", "grey", "bank", "ball", "hall".

Attention was called to words already familiar by sight, as "dear", "little", "to", "you", "be", "and", "of", and "for". Then at the beginning of the lesson on reading, the children were asked to point out the words that they knew. They then read it through, asking for the words they did not know. After several had read it aloud, one was asked to say it without looking at the board, while the others prompted, if necessary. The older children read it directly with no previous help except on the hard or unphonetic words.

The small group of new children doing a small bit of first grade work, beginning last week have had a few of the simplest phonetic sounds making simple words.

WRITING:

Besides the daily board exercises, the older children have written twice on paper, once a note to their mothers, saying, "Please do not forget to come to the Mothers' Meeting on April 6th, at two o'clock"; and the recipe for baked banana made in cooking: "Peel and scrape a banana, sprinkle one tablespoon of sugar on it. Squeeze the juice of one-half lemon on it. Bake till it is soft."

Some drill was given before writing this recipe on the unusual letters, q, z, and j.

The middle set have written such short sentences on the board, as, "This is a spring day", "It is very sunny", etc. The youngest have had a few simple exercises.

NUMBER:

The time this week has been spent wholly on the games involving the keeping of score. The children have organized themselves into groups, each one choosing a certain game. Each child keeps his own score and at the end of a given time finds his results if he is able. If the work is too hard for him, we do it all together. In adding such a score as the following: 8, 2, 3, 5, 6, 4, 5, 9, 2, the children select the tens, scratching out the numbers that make them and then add on the numbers that are left.
FIRST GRADE -- MISS PORT.

April 16, 1909.

SPEECH, READING, ORAL READING & DRAMATIC ART:

The children prepared a morning exercise on Indians to give on Thursday. Six of the older children read selections from Hiawatha. These were from the original, and required considerable study. It also required a great deal of practice in loud and clear enunciation to be able to make themselves heard in the large room. A number of selections had been read to the children first and they selected the ones to give which they thought particularly interesting. Two of them were set to music and sung. One child told in his own language the story of Mondamin, while another explained the process of grinding corn with a stone mortar and pestle, told how they had made corn meal and corn meal mush for their class. All the lower grades sang an Indian song together, then the younger children of this grade showed various articles mentioned in the song, for instance, a Navajo blanket and what some of the scenes meant, some bead work, bow and arrow, quiver, some of the Indian weapons and moccasins. It seems very difficult for most of these small children to express ideas orally with any clearness. Much time was spent in practicing the delivery of a few simple sentences.

WRITING:

The only writing on paper that the children did during the week was a recipe for baked apples and the following invitation: "Dear -------: Will you come to our dancing party for brothers and sisters next Tuesday from 10:30 to eleven in the little gymnasium?"

NUMBER:

The children have continued the playing of games in groups and the keeping of score. Some who are proficient in certain games, as bouncing ball or skipping rope, are handicapped by the children themselves, so as to make the competition more fair. Each group has had a special drill lesson in adding small numbers, first picking out the tens. They are getting quite keen in selecting these.

NATURE STUDY:

The last hour and a half on Friday morning from now on will be devoted either to gardening or an excursion to the park or lake front. Last Friday we went to the Wooded Island in Jackson Park, with no particular object except a social good time and some little attention to the change in landscape since we were there last. We hoped to see some birds, but the time was unfavorable, proving, however, very conducive to reminiscence on the part of the children. They had all seen about twenty-five wonderful birds the day before.

LITERATURE:

The stories of "The Ugly Duckling" and "The Sleeping Beauty" were told as being particularly appropriate for Easter time.
SCIENCE:

The nature study carried on by practice students if for
three or four weeks to be devoted chiefly to the observation of
the signs of spring. The children have made book covers for
records, and decorated them appropriately, with pussy willows,
birds, trees, or jonquils. One group is paying particular at-
tention to trees and birds. On their excursions they note the
first budding trees, the tree blossoms, etc., the common birds
and their habits. The work involves considerable drawing,
painting and free hand cutting to be used as records.
They also have some colored Perry pictures of forest trees,
robin, nut hatch and woodpecker to put in their books. One
group has planted seeds to watch their germination and growth.
They used Lima beans, corn and peas. Some of the beans were
soaked and examined for the root system new plant. Each child
planted a dry bean and a soaked one to see which would sprout
first.

READING:

The reading has been confined for about half of the time to
work in connection with their nature study. They have read in
their readers stories of the woodpecker, robin, wren and blue
jay. They have also used hectographed copies of their spring
song for several reading lessons. Most drill was spent on the
following:

"All the birds have come again,
Come with joyous singing,
Through the meadow and the wood
Hear their voices ringing!
Robin, bluebird, thrush and all,
Listen to their merry call,
Pleasant spring-time's happy days
Joy and life are bringing."

As a spelling drill the children learned to write from this
song, the words, all, birds, have, come, with, singing, wood,
hear, robin, their, spring, happy, days.

WRITING:

For their books the older children wrote a description of
the robin about as follows:

"The robin comes early in the spring. He has a brown back
and a red breast. He makes his nest near our homes. He eats
worms and insects."

The younger children have learned by writing on the board
some of the most common words in their reading lessons and songs.
Their writing exercises go on as before.

NUMBER:

Making the book covers for their records of spring work, was
not an entirely new problem, but was done differently from the
time before. They measured their papers and found they measured
8 x 10-1/2. They decided that the cover must be 8-1/2 x 11-1/2.
They were then given a piece of paper measuring 18 x 24. When this was folded in two they were left to discover for themselves that they need cut 1/2" from each side in order to have the right size.

They have had four drills in various combinations of number under sixteen, as before reported.
FIRST GRADE -- MISS PORT.

Report for two weeks, ending May 7, 1909.

SCIENCE:

Now that the pleasant weather has set in, the children have taken several excursions to the lake, wooded island, and garden. The chief thing brought to their notice at the lake is the color of the sky and water, and the long straight horizon line. This knowledge is to be used in illustrating a poem later. On the wooded island and in the park the children noticed that the first trees to show green were the willow, poplar, the birch, horse-chestnut; that the sycamore and oak showed no signs - the latter still retained its leaves. They noticed that the lilacs and barberry bushes were green before the others, and the flowering currant was putting forth leaves and blossoms together while the forsythia showed blossoms without any green leaves. They tried to discover in the bark of some trees the larvae and insects which the nuthatch and brown creeper eat, and examined the holes in the linden made by the sapsucker. They saw robins and a robin's nest, a purple bracké, king fisher, blue jay, golden-crowned kinglet, a junco, a red-headed wood-pecker. In the garden they have observed the same trees with the addition of the apple, helped plant the grape vines for arbor day, and have seen a pair of brown thrushes which are nesting there. In the house they have planted nasturtiums in window boxes.

WRITING:

Keeping of records necessitates some writing for the older children - they have decided together on descriptions of birds, as the robin and wood-pecker, and written them in their books. They have also drawn or painted the pictures of robin, wood-pecker, and blue jay. Some of the older children have had writing exercises on ruled paper calling for more control. They make circles filling the space between the lines and again only half as large, and so on.

READING & LITERATURE:

They have read from hectographed copies the following poems:

"The rain is raining all around,
It falls on field and tree;
It rains on the umbrella here,
And on the ships at sea."

"When Spring unlocks the flower
To paint the laughing soil
When Summer's balmy showers
Refresh the mower's toil
When Winter binds with frosty chains
The fallow and the flood
In God the earth rejoiceth still
And owns her Maker good."

"The blue bird chants from the elm's long branches,
A hymn to welcome the budding year,
The south wind wanders from field to forest
And softly whispers, "The spring is here".
They committed to memory the first one, and illustrated it by cuttings of an umbrella and of ships at sea pasted on a painted background. They have learned to write and spell from these poems such words as spring, when, summer, winter, good, blue, bird, south, wind. From Cook's Nature Myths they have read for themselves how the robin's breast became red, the Indian story of the robin, red-headed wood-pecker and have had read to them the story of the poplar tree and the discontented pine. The poems read to them have been "Over in the Meadow", "Dame Duck's Lecture", "Who Stole the Bird's Nest?", "The Gold Robin", "The Spring Walk", and so on. They have retold the story of Persephone and are attempting to dramatize it to be given to the mothers when they entertain them at luncheon.

**Phonics.** The older group have had drill on the long sound of a, i and o, and ow and oy changed to ou and oi in the middle of words.

**NUMBER:**

The children have been counting by twos, fives and tens and are learning to recognize the tables of twos, fives and tens as well. They have had considerable drill in such an exercise as this, given the figures 5, 6, 2, 3, 7, 4, 6, 7, cross out the tens, such as 5 and 2, 6 and 4, 3 and 7, leaving 6 and 7 uncrossed. They then recognize that the thirteen so left is the sum of ten and three, giving them altogether four tens and three, or forty-three.
FIRST GRADE -- MISS PORT.

May 14, 1909.

SCIENCE:

In order to fix some of the chief characteristics of birds and trees studied, as well as to give drill in reading and writing the children have been making and playing tree and bird games. For instance, each child would select a bird and write its name on four cards. The cards were collected and dealt -- the game proceeded as in "Authors". An elaboration of this game was made by having the children write a short description of a bird or tree and call for the cards wanted by reading these descriptions, instead of giving the name. Some time was spent on reviewing a trip to the Wooded Island of the week before, -- in writing lists of birds and trees, and giving a general description of the day.

They have spent several periods in the garden measuring and preparing their ground for planting, and deciding the location of the different beds. They have planted a line of gourds which are to be used in their primitive history. The rest of the space is devoted to flours - nasturtiums, sweet abyssum, poppies and cosmos. They have drawn some of the more familiar trees, as the elm, willow and poppy for their record books, and also made drawings of twigs in four different stages, the brown buds, bursting buds, small leaves, leaves and blossoms.

READING & LITERATURE:

The children have read several nature myths by Miss Cook, other selections from various first readers, and have read to them "The New Life" from "Stories Mother Nature Told Her Children", "The Clocking Hen" from "Aunt Effie's Rhymes" and "The Snowbird's Song" by F. C. Woodworth. For their books they have had hectographed copies of "The Blue-Bird" by Emily Miller.

"I know the song that the blue-bird is singing
Out in the apple tree where he is swinging.
Brave little fellow, the skies may be dreary,
Nothing cares he while his heart is so cheery.

"Hark, how the music leaps out of his throat!
Hark, was there ever so merry a note?
Listen awhile and you'll hear what he's saying,
Up in the apple tree, swinging and swaying.

"Dear little blossoms, down under the snow,
You must be weary of winter, I know;
Hark while I sing you a message of cheer!
Summer is coming, and spring time is here!

"Little white snowdrop I pray you arise
Bright yellow crocus, come open your eyes;
Sweet little violets, hid from the cold,
Put on your mantles of purple and gold;
Daffodils, daffodils, say, do you hear?
Summer is coming, and spring time is here!"

NUMBER:

In their cooking lesson the children made taffy apples, using the following recipe: 1-1/2 cup of sugar, 3/4 cup of water, 1/8
teaspoonful cream of tartar. Put all in pan. When it begins to boil put in the thermometer and watch. When temperature reaches 125 drop in the apple. When it reaches 133 it is done. Remove the apple.

The children had to have a lesson with the thermometer before using it in cooking, recognizing the 125 point and the 133. In measuring the 1-1/2 cup of sugar, they were also given a drill in writing 1-1/2 as a mixed number. In measuring the 3/4 cup of water, they were shown that 1/2 equals 2/4, and that 2/4 and 1/4 more were 3/4.
FIRST GRADE -- MISS PORT.

May 21, 1909.

SCIENCE:

The children have had several periods in the garden, preparing the beds, watering the seeds already in, and planting more. One excursion was made to the Wooded Island to visit particularly the places and things noted two weeks before. Besides the density of green and size of leaves of the trees before in leaf, they noticed the new red or pink leaves of the maple and the blossoms of snow-ball and barberry. They saw warblers, purple grackles, woodpeckers, a whip-poor-will, cat-birds and spent much time watching a nest of young robins being fed and about ready to fly. Later during the free time they dramatized and produced without help the Story of Persephone. They have added to their books some written work on the whip-poor-will, and an account of their visit to the Wooded Island.

READING & DRAMATICS:

The children spent some time in reading over carefully to themselves and orally the Story of Little Black Sambo, in order to play it for a morning exercise. After several trials they chose the characters and gave the play in the garden. They will give it again next week for their mothers at their garden party.

WRITING:

Besides the descriptions for their science books which the older children wrote, all the children except three, wrote invitations on ruled paper to a luncheon in the garden for their mothers. The lines on the paper are an inch apart and are used to guide the children a little. They, most of them do not try to write on the lines, but simply between them.

NUMBER:

The only new device used in drill this week was the game of "Buzz". The children count, substituting the word "buzz" for the multiples of 2, 4, 5 or 10, as the case may be.
FIRST GRADE -- MISS PORT.

May 28, 1909.

Much of the children's time this week was spent in preparing for the luncheon for their mothers on Thursday. They decorated place cards and wrote the menus. They had three periods of cooking and one hour was spent in getting the room ready.

SCIENCE:

This work has followed as a continuation of the previous weeks. They read and wrote reports of their trip to the park and observed the changes in the garden and the growth of their seeds in window boxes. The following reading lessons are examples of some that were given by the student teachers to the children to put in their books:

"When we were at the Wooded Island Friday May 20th, we saw a great many different kinds of trees.

"Some of their names are, oak, elm, maple, horse-chestnut, catalpa, poplar, and cottonwood.

"Most of these trees were green.

"The catalpa was the only tree which did not have any green leaves.

"The leaves of the oak tree were not out as far as the leaves of the other trees.

"We also saw a great many birds in the park.

"We saw a robin on its nest.

"There were three baby birds in the nest.

"A new bird which we had not seen before was the indigo-bunting.

"This bird is very beautiful.

"Its color was a bright blue."

"The Red Wing Black Bird.

"The red winged blackbird looks very much like a crow. He has a bright red patch on his wings. The blackbird likes to be one of a great flock. He talks and scolds from morning until night. Blackbirds are very fond of visiting cornfields. They find many grubs and seeds of corn. These they feed to their babies. The babies are in their nests, which are often built in a swampy place. The shrubs and rushes of the swamp protect the nest. There in the deep nest made of coarse grass and moss the mother bird lays her eggs. They are very pretty blue eggs and are marked with purple and black."

NUMBER: One period the children played at bouncing ball, keeping score by counting, first 'one' for each five catches, then "two" and so on with various combinations.

The calculating for the luncheon involved considerable number work in working out quantities required. The counting and placing of the chairs was left to the younger children.
FIRST GRADE -- MISS PORT.

Two weeks, ending June 11, 1909.

SCIENCE:

Several periods the children have spent in the garden, watering their plants, weeding, loosening the soil and observing growth. The nasturtiums growing in window boxes have been compared with those in the garden for the effect of light. On their trips to the garden and park they have especially studied the leaves and bark of the maple, oak, elm and poplar trees. They have tested their knowledge by bringing twigs of those trees from other sources. They have made dandelion posters, by painting with large washes blue sky and green grass, and then cutting from green and yellow paper the stems and blossoms of dandelions. These they put in their books with hektagraphed copies of the following verses:

"Little gipsy dandelion
Dancing in the sun,
Have you any curls to sell?
Not a single one.

"Little idle dandelion,
Then I'll blow you down,
What is it you're good for, pray,
With your golden crown?
"Ah! I gild the fields afar,
In the pleasant spring,
shining like a morning star
With the light I bring."

READING:

The children have been given many chances to choose their own individual reading lessons from various primers and readers. This was done to test their interest in ease in simple reading verses more content in the more difficult.

We have also had a number of review lessons in phonics. About twenty or thirty parts of words, such as - ay, ick, all, oll, ung - would be placed on the board and the children asked to make words of them.

NUMBER:

The children have used large dominoes in various ways, matching the spots and adding vertically and horizontally. They have made games with cards - writing on one set

6 7 8 9
6 5 4 3
12 12 12 12

and on another 6 7 8 9
5 4 3 2
11 11 11 11

and so on. Then they play with these cards as in "Authors".