

Maid's work: Taking up carpets, wiping up floors, cleaning walls and paints, beating mattresses, airing bedding, washing curtains.

Man's work: Beating carpets and rugs, oiling and waxing floors, carrying all heavy furniture, etc.

Materials: Paints, charcoal, chalk (painting landscapes, illustrating stories, etc.); clay (illustrating stories); paper, scissors, and paste; large blocks; second, third, fourth, and fifth gifts; triangular and square tablets; sticks, rings, and lintels for decorative designs.

Stories: *Bluster, Bright, and Sparkle* (see April number); *One Day with the Wind* (see April number); *Flying Kite*, F. D. Sherman.

Games: Wind horses; wind blowing clothes on line; wind-mill; ships sailing; kites flying; flags in wind; weather-cock; wind blowing leaves and grass.

Songs: *Weather Song, Rain Clouds, Wind Song*, Hill's Songs; *Rain Coach, Rain Shower, The Sunbeams, The Sun*, Smith's Songs, Part II; *Wind Song, Wind-Mill*, Smith's Songs, Part I; *The Wind-Mill, The Wind*, Gaynor's Songs; *Sons of Æolus*, Moore & Hill Songs.

Instrumental Music: *Instrumental Characteristic Rhythms*, Part II, Clara Louise Anderson; *Musical Rhythms for Piano*, A. D. Scammell.

Rhythm: Bowing movement, music by A. D. Scammell.

GAME OF DRYING CLOTHES: Place several children at arm's length to represent posts. Rope stretched by grasping hands.

Other children bring out washing, which may be their handkerchiefs, or towels, or imaginary articles. Still other children may find out direction of wind, and stand in corner from which it comes, representing blowing of wind. Sunbeams may also dance around washing, and when dry, it may be taken in and clothes-line and poles turned back to children.

SAILING SHIPS: Wind, represented by children, coming from direction discovered outside. One child represents a ship, holding towel or apron for sail. A sailor spreads sail against wind, and ship moves off. He lowers sail, and ship stops moving. Several ships may sail at once. When direction of wind changes, sailor changes sail to catch the force of it.

First and Second Grades

Harriet T. B. Atwood

Geography: The work upon the typical areas, as outlined in October and November, will be resumed during this month, and some of the regions will be revisited.

Owing to the heavy snow-fall during the past months it may be prophesied that Chicago and the surrounding flat region will be a land of slush and mud, with many portions under water. These conditions will be noted by the children, and the problems of drainage, sanitary conditions, and preservation of roads will be discussed as they arise. The children will make some simple experiments in the geographic laboratory, based on their own suggestions, with regard to draining the regions visited.

Field trips proposed :

1. Visit to truck farms between Evanston and Chicago.

Note: Changes since autumn; condition of

ground; kind of work going on at the farms; condition of roads. The children will bring back samples of soil and of water from the well.

2. Visit to swamp region south of Eighty-third Street, near Stony Island Avenue.

Note: Topography and condition of land where houses have been built; topography and condition of land which has been left vacant; condition of roads; condition of soil in swamp; remnants of vegetation in swamp which was once Hog Lake. The children will bring back samples of soil and water from the swamp.

3. Visit to the bluff at Highwood, if weather permits.

Note: Changes in appearance of bluff since autumn; condition of soil; appearance of stream; condition of roads. The children will bring back samples of soil and of water from stream and lake.

History: I. Stories of people who live in regions where the melting of snow and ice in the spring is a factor of great influence. By

means of pictures and stereopticon views the children can study lands where conditions are more exaggerated than those here, and can see how different people overcome the difficulties of their environment. The following topics will be considered:

1. Life along the levees of the Mississippi in the spring.
2. Spring floods in streams fed by mountain torrents.
3. A year during which little or no snow fell. Its effect upon farming.

11. The making of pottery. In connection with the work upon foods during February, and the work of purifying water during March, the children will realize the need of dishes for holding food and water. The stories of the ways in which various people met this need will be interesting and helpful to the children, in so far as they can feel the actual difficulties which stand in the way of making dishes. An understanding of those difficulties can best be gained by actual experience, and the work set the children during March will be the making of dishes.

The children will examine the dishes on their tables at home, and suggest ways of making some for their own use in the school, kitchen, or lunch-room.

On the basis of suggestions given by the children, experiments will be made in order to determine the best way to go to work. Each child will be given clay with which to work out his own idea.

After the dishes thus made have become thoroughly dry, the children will put them to the uses for which they were designed. They will find, of course, that they break very easily — many will be cracked in drying — that the clay rubs off upon the articles placed in them, and that all of them soak up water.

More suggestions will then be in order. A trip will be made to the Field Museum to examine specimens made by the most primitive peoples, also the modern specimens which are glazed and beautifully ornamented.

The children will again make dishes, and will experiment in decorating and baking the second lot.

Literature: Sara Wiltse, *The Story of Grandmother Kaolin and the Clay Dishes*; Kate Douglas Wiggin, *Story of the Porcelain Stove*; *Story of Palissy the Potter*; *Story of how Books were once Made of Clay*; *Story of Luca della Robbia*; *Legend of the Sleeping Beauty*.

Nature Study: Much of the nature study

for March will grow out of the making of a spring calendar by the children. In this calendar will be recorded all the signs of spring which are noted from day to day. Opportunity will be given for the study of any of the phenomena in which the children show an interest. Paintings of the outdoor landscape will be made each week, and records of bud development and germination of seeds will be made in color.

At intervals throughout the year, particularly when great changes in weather have occurred, the children have made observations with regard to temperature. During March, when each warm day causes such notable changes, a daily record of temperature will be kept by the children. This record will be made in graphic form on a series of thermometers drawn on a large chart. The landscapes of October, November, December, January, and February, which were painted by the children, will be mounted on large sheets of cardboard, with the temperature records of the corresponding months.

No generalizations, however, will be made with regard to the meteorological observations and their relation to the spring calendar, unless they come spontaneously from the children. The ages of the children vary from six to nine.

Domestic Science: Work in purification of water for drinking. (See Miss Cooke's outline.)

Manual Training: The making of boats or kites to be used out of doors during the spring. Each child will make a careful working drawing of the object chosen, and determine the kind and amount of material necessary to carry out his plan.

Industrial Art: Making of pottery in connection with work in history.

Music: (MISS GOODRICH.) There is no change in the work of these grades.

Songs: *Come out, Snowwhite Lambkin*, Grieg, Silver Song Series No. 2; *God Sends His Bright Spring Sun*, *Rain Song*, Songs for Little Children, Part I, Eleanor Smith;

The Sap has Begun to Flow, The Boat Ride, Songs for Little Children, Part II, Eleanor Smith; Now Melts the Snow, Early Spring, Snowing and Blowing, What the Robin Sings. Modern Music Series, Primer.

Speech, Oral Reading, and Dramatic Art:

I. Phonic games, and training in hearing and reproducing sound. Dramatization of the Indian story of the robin, and the legend of the *Sleeping Beauty*.

II. Poems: *The Tree*, by Björnson; selections from *Hiawatha's Childhood* and the *Legend of Pearl Feather*.

Reading: Cyr's, First Reader, *The Story of Maple Sugar*. Printed reading lessons on *Water* and *Air* in February COURSE OF STUDY. Texts of songs written on the blackboard. Printed description of how the first dishes were made. Additional reading lessons for Second Grade: Stories of *The Mole and the Lark* and *Peter at the Dyke*, Cook County Normal Reading Slips; *How the Chipmunk got the Stripes on his Back*, Nature Myths; selections from *Hiawatha's Childhood*, Hiawatha Primer.

Writing, Spelling, and English: Recording signs of spring in the spring calendar. Reproduction on the blackboard of stories read during library periods. Placing of new words in dictionary. Writing of recipes in cook-books. Writing answers to questions which arise during recitations. Placing of dimensions on all working drawings.

Correlated Number: Much number will

necessarily be correlated with the experiments in purification of water. (See outline for Domestic Science in Primary Grades). Through constant use of the thermometer the children will necessarily gain power to count by ones, twos, and tens, and will become familiar with most of the combinations of numbers from 1 to 10. Working plans of the kites and boats made in the shop will be drawn to a definite scale and the amount and cost of material calculated by the children.

Physical Training: The March work will be a continuation of that of February, the children learning to use four hurdles.

The games emphasize the running element in preparation for the outdoor sports to follow later.

References: Estropp, *Handbook of Pottery; International Encyclopedia*, Vol. XII, p. 93, *Invention of Pottery*; A. D. Plougeon, *Popular Science Monthly*, September, 1896, *Potter's Art Among Native Americans*; Art Thoughts, p. 633, *The Story of Palissy*; H. W. Longfellow, *Keramos*; The Great Industries of the United States, p. 826, *Pottery and Porcelain*; Kate Douglas Wiggin, *The Story Hour; Aunt Martha's Corner Cupboard*, pp. 18-30; Starr, *First Steps in Human Progress*; Sara Wiltse, *Kindergarten Stories*; Jackman, *Nature Study*, pp. 259-262; *Nature Study and Related Subjects*, pp. 110-113, and 122-126; Cooke's *Nature Myths*; Rice, *Course of Study in History and Literature*.

Third and Fourth Grades

Gertrude Van Hoesen

Geography: TRANSPORTATION: In the study of the necessities of a city, one important factor is transportation. This subject will be treated from two standpoints:

I. Transportation in the city.

1. Surface transportation: (a.) Horse-car lines. (b.) Cable-car lines. (c.) Electric-car lines. (d.) Hot-air car lines.

2. Elevated trains.

II. Transportation from the city.

1. The great lines of railroad leading out of Chicago.

2. The steamship lines on Lake Michigan.

Under the first division (transportation in the city), the following points will be considered: Reasons for changing from horse-cars to cables; from cables to electric lines; for building elevated railways. How are the tracks laid for the different roads?

For the study of motor-power the plan is as follows:

1. Visit the power-house, and find the power that runs the cable.