FIRST GRADE.

GARDENING.

FLORA J. COOKE.

THE children in the School of Education planted part of their garden for the use of the children in the summer model school. These children, in turn, after using what they need, will pickle, can, or in some way preserve the (ripe) crops for the use of the children who planted the garden. They will also prepare and leave a window box in the room which they occupy during the summer. They will plan to have the plants in it blooming when the children return to school in October.

This purpose will demand the following work :

1. *Manual training*.—(a) Preparing or making of box ; partitioning, painting, and making arrangements for draining it ; (b) making of trellises and vine supports ; (c) making of measuring tools ; (d) making of book to leave for the children in the School of Education, in which will be recorded all the facts gained concerning the plants in the window-box.

2. *Science*.—(a) Trip to greenhouse to discover which seeds will germinate and blossom indoors within three months ; (b) study of pictures in books and flower catalogues ; (c) experiments with sand, loam, clay, and conservatory soil to find which soil is best suited to the growth of the plants selected ; (d) study of soil conditions and plants in school garden ; (e) experiments with seeds selected to find out their relation to moisture, heat, and light.

3. *Number*.—Use of simple addition, subtraction, multiplication, and division according to the demands of the work, as follows : (a) estimating and sharing of expense involved in preparing the box ; (b) use of inch, foot, and yard in making of box, trellises, measuring tools, and books ; (c) work in integers, and such simple fractions as halves, fourths, and eighths ; (d) use of ounce and pound weights, and of linear, square, cubic, liquid, and dry measures in work on soil and seeds.

4. *Reading*.—Study of blackboard and printed reading lessons correlated with the work. These may be classified as follows : (a) those giving needed information ; (b) those massing and holding together experiences of the class ; (c) those giving descriptions especially intended to intensify some pleasant experience of the children ; (d) those giving dictation for work connected with manual training ; (e) stories.

5. *Expression*.—Records in painting, writing, modeling, and drawing of development of the plants selected. The form of expression used will be determined by the child as his best medium.

NOTE.—The experimental work, and that in reading, writing, and number, will thus be used as direct helps to the children in their immediate problems, and therefore cannot be more definitely forecast.

PREPARATION FOR THE SOCIAL PERIOD.

ELSIE A. WYGANT.

Once each week the children will entertain another group of children. They will plan for these social occasions, at times cooking some article for refreshment, or preparing games, or dramatizing stories.

The last week of the term they will give a party, for which preparation will begin at the opening of the school. The cooking for this occasion will be done by the children. Each child will make, also, a piece of pottery to be used at this party, and taken home at the end of the summer school.

In the pottery work each child will choose the kind of dish he wishes to make. If it is to hold liquid, he will experiment to find a way to make it non-porous. The class will try modeling, turning, and casting clay to get the best form, and they will experiment with various materials and methods of decoration, as paints, colored clay, colored glaze; impressing a pattern and inlaying shells (seen in some Mexican ware). Since time will not permit every child to try the many possible ways, each child will work out one suggestion and give the class the benefit of his experience. A trip will be taken to the Field Museum to see the ceramic exhibit as soon as the work is well begun; another to Burley & Co.'s store, before making the final decoration. Throughout the work the children will be shown specimens and learn the history of the well-known wares.

The general use of reading, writing, number, and art is stated above (3, 4, 5). Possible demands made by this work:

Reading.—(a) Receipts for cooking; (b) information in regard to the use of clay; (c) summary of experiments of the class as basis for choice in method of work; (d) direction for making cook books; (e) stories of potters and of famous wares.

Writing.—(a) Writing receipts in the cook book; (b) notes to take to parents in regard to trips to be taken; (c) record of individual experience with clay as help to the rest of the class.

Art.—(a) Plan of dish the child wishes to make ; (b) plan of design to put upon the dish ; (c) illustration of stories.

Number.—(a) Such notation as is needed in setting the table ; (b) use of the inch and the fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$ of an inch in making the cook book ; (c) liquid and dry measure used in the cooking.

Dramatic Art.—Telling and dramatizing stories for the social period.

Literature.—Story of Palissy ; "Willow Ware," a poem ; story of the Henry II. faience ware ; stories of fairies, nature, and heroism.

FRENCH GAMES.

LORLEY A. ASHLÉMAN.

COMMENT METTEZ-VOUS LA TABLE ?

Comment mettez-vous la table

A la mode, à la mode,

Comment mettez-vous la table

A la mode de chez nous ?

Nous mettons la nappe comme ça

A la mode, à la mode,

Nous mettons la nappe comme ça

A la mode de chez nous.

Où met-on les assiettes

A la mode, à la mode,

Où met-on les assiettes

A la mode de chez nous ?

Nous les mettons sur la nappe

A la mode, à la mode,

Nous les mettons sur la nappe

A la mode de chez nous.

Et couteau, cuiller, fourchette

A la mode, à la mode,

Et couteau, cuiller, fourchette

A la mode de chez nous ?

Mettons les près des assiettes

A la mode, à la mode,

Mettons les près des assiettes

A la mode de chez nous.

Où met-on les jolies tasses

A la mode, à la mode,

Où met-on les jolies tasses

A la mode de chez nous ?

Mettons les sur les sous-tasses
 A la mode, à la mode,
 Mettons les sur les sous-tasses
 A la mode de chez nous.

Et le verre et la serviette
 A la mode, à la mode,
 Et le verre et la serviette
 A la mode de chez nous ?

On les place à la gauche
 A la mode, à la mode,
 On les place à la gauche
 A la mode de chez nous.

Un enfant chante le premier vers. Les autres enfants reprennent en chœur. Ils mettent les objets indiqués sur la table.

OLIVÉ BEAUVÉ.

On tire au sort à qui sera Olivé Beauvé et la Voisine. Le reste de la troupe se met en ligne et tout se prennent par la main, Olivé tenant le milieu. La Voisine, placée au bout de la chambre, s'avance directement vers Olivé en dansant et en chantant.

La Voisine. Que tu as de jolies cerises !
 Olivé Beauvé ;
 Que tu as de jolies cerises !
 Sur le pont fruitier.

Olivé Beauvé répond. Elles sont plus jolies que mes pommes,
 Olivé Beauvé,
 Elles sont plus jolies que mes pommes,
 Sur le pont fruitier.

La Voisine. Veux-tu bien m'en donner une,
 Olivé Beauvé,
 Veux-tu bien m'en donner une,
 Sur le pont fruitier ?

Olivé Beauvé. Je la donne, si tu l'attrapes,
 Olivé Beauvé,
 Je la donne, si tu l'attrapes,
 Sur le pont fruitier.

A ses mots la Voisine s'élance pour saisir un des enfants qui forment les extrémités de la chaîne, mais Olivé et les joueurs tournent de manière à déjouer ses attaques. Si la Voisine réussit, elle emmène sa capture. Quand elle est parvenue à enlever tous les enfants d'Olivé, elle prend la place de celui-ci, qui devient la Voisine.

LE CORDONNIER.

Les joueurs forment un cercle en se tenant par les deux bouts d'un mouchoir.

Le cordonnier, choisi par le sort, se place au centre, assis par terre ou à genoux. Si c'est une cordonnière, on lui donne un tabouret.

Tout en simulant les opérations de son métier, le cordonnier dit avec volubilité :

Le cordonnier. "Allons, belles, belles, des souliers,
Que j'en essaie à vos jolis pieds."

Tout le monde, tournant et courant le plus vite possible, lui répond :
"Essayez ! essayez ! essayez !"

Alors, en étendant les bras, et sans quitter sa place, il tâche d'arrêter une pratique en saisissant le bas d'une robe ou la jambe d'un pantalon.

La personne atteinte donne un gage et devient cordonnier.

LE CHAT ET LES SOURIS.

Écouter trotter dans le mur
Les petites souris grises,
Nous les verrons, soyez en sûr,
En peu de temps surprises.

En voici une qui veut sortir,
Minet lui fait la chasse ;
Petite souris, tu vas mourir,
Oh, regagne vite ta place.

Les enfants représentent le mur.

FOURTH GRADE.

THE RELATION OF THE FARM TO THE FOOD SUPPLY OF THE CITY

GERTRUDE VAN HOESEN.

A TRIP to a large farm will be necessary immediately to find out: (1) what we get from the farm; (2) how the products are prepared before they are shipped; (3) what facilities the farmer must have in order to meet the demands of the city; (4) the care of domestic animals.

On their return, the children will make a special study of four of our principal foods—milk, butter, bread, and meat. This can be done only by means of practical experiments in the cooking-room. The children will examine milk, and make butter and bread for their luncheons.