Seventh and Eighth Grades

Nott William Flint

Geography: In connection with the history—England—the class will study the geography of Scotland, Denmark, Scandinavia, and Ireland. The geography of Scotland, brought in to reinforce the inquiry into the Pictish and Scottish harassings of Roman Britain, will serve as an example of folding, faulting, and erosion. Denmark (and Jutland), taken up in the consideration of the Saxon and Danish invasions, will bring in the study of sand dunes. The Norse invasions will, of course, introduce the geography of Scandinavia, and in that connection a further study of the effect of ocean winds and currents upon climate. And in Ireland, the home of the Celts, the class will note the formation of peat bogs, the laying down of future coal beds.

I. SCOTLAND: I. (a) Folding, (b) faulting, and (c) erosion. (a) When the European plateau was ridged up from the sea, the northwestern part of Scotland was a center of great disturbance. (b) Faulting: Consider the highlands, the central lowlands, and the southern uplands of Scotland. The boundaries of these divisions are marked by nearly parallel lines of faulting, running from northeast to southwest. (c) Erosion: Scotch highlands were caused by rain and frost.

II. DENMARK (and Jutland): Teutonic invasions of England. Same latitude as Scotland south of Inverness. Surface, heather-covered moorland. Western shore low, sandy, and unindented (dunes). East coast higher and more indented. Area, 15,289 square miles. Population, 2,185,335. What is the density? (Note that Elsinore, the scene of Hamlet, was in Denmark.)

III. SCANDINAVIA: (The Norse invasions.) 1,160 miles long and 230 to 470 miles wide. 1. Ocean currents. Why is it that on the long west coast on the Atlantic the harbors remain open all winter long, while on the east coast they may be blocked with ice for six months at a time? (Study here the differences and the cause of the differences between continental and ocean climates.) Account for the fact that there are 35 inches of rainfall on the west coast and about 13 on the east.

2. Geography and history: Why are the Norwegians and the Swedes, originally one people, now quite different? Norway has 3,500 square miles available for pasturage and agriculture, and Sweden 19,000 square miles. Which probably has the larger population?


IV. IRELAND: On the edge of the European plateau.

1. Surface is a shallow basin, with the highlands along the coast. What would be the effect of this configuration on the character of the people? Compare with the coast of Norway. Note that the eastern and western river systems rise on an imperceptible watershed.

2. Geography and history: No iron or coal to speak of in Ireland. What is the effect on the people? How do they live? Population in 1881 was 5,174,836, and in 1891 was 4,704,750. What probably caused the decrease?


VI. CHANNEL ISLANDS: Geologically and historically a part of Normandy. Language and customs.

References: Mill, International Geography;
CHICAGO INSTITUTE

Chisholm, Commercial Geography; Reclus, Earth and Its Inhabitants; Whymper, The World, Its Cities and Peoples.

Number Work: Area of United Kingdom in 1891 was 120,979.

1. Population of United Kingdom in 1881 was 35,241,482; in 1891 it was 38,104,975. What was the number of persons per square mile? In 1881? In 1891? What was the gain in population per year?

2. Scotland contains 29,785 square miles of area, and 4,025,647 population. 70% of Scotland is highlands, and 23% of population is in highlands. How many square miles is highlands? How many people live in highlands? Density of population in highlands? In lowlands?

3. England has 27,483,490 people. Area of England, 50,867 square miles. What is density of population? London County has an area of 118 square miles, and a population of 4,232,118. What is the density of the population?


(These questions will be found useful for reinforcing the geography and the history of these countries.)

History: The subject for April will be, "How Britain Came to be England," and if time allows, the "Norman Conquest." The children will not be hurried, however, since they are getting a social point of view in their history, rather than a succession of confusing political changes.

The class began English history with the study of prehistoric man in Britain. After the Cave Men, the children took up the Gauls and Celts, the study of Druidism, and the Roman occupation of Britain. From the Romans and Celts to the Saxons and Angles will be the next step, and will introduce the beginning of modern English history.


1. Departure of the Romans. Remains of Roman civilization in England. See pictures, etc. The class may take up here, also, the great Teutonic migrations, and the policy of Augustus not to extend farther the Roman frontiers, but to make them impregnable as they were.

2. Harryng of Romanized Britains by Picts and Scots.

3. Disunity of Britons.

4. The British invitation to the Saxons. The story of Arthur and his Round Table will come in, and the children will read the Passing of Arthur from the Idyls of the King.

5. The Saxon success in Britain. Due to what? Resulted in what? What became of the Picts and Scots? The question: what the Saxons did to the Britains—what proportion they killed, what proportion they absorbed, and how many they drove back among the mountains of Wales and Scotland, should prove an interesting inquiry here. (Note: See geography outline.)


8. Union of Saxon Kingdoms: Egbert and the six boy kings. (Charlemagne's School of the Palace.)


II. The Saxon society: (Note: The subject will not be taught as divided in the outline, but the second part will be, in teaching, melted into the first according to the desire of the teacher.) The ideas and customs of the Saxons will be much emphasized, for the germs of social and political life which Henghist brought over in his piratical ship, although changed and developed from age to age, are still, in essence, at the heart of the English life and constitution.

1. Saxon speech: Perhaps the modern Low-Dutch will be the best comparison for the children.

2. Family life: Show how the family idea was at the root of everything in Teutonic society.

(a) The three Teutonic classes: (Note: These classes should be emphasized, since as an institution they will explain much in later English history.) Eorl (earl); ceorl (churl); thrall (slave or servant). (1) Eorl: noble by birth; privileges not oppressive; entitled to respect. (2) Ceorl: a freeman; might be a land-owner, citizen, or a soldier. (3) Thrall: either a captive of war, or a freeman guilty of certain crimes. Servile condition inherited by children.
3. Saxon law: The jury; the ordeal.

4. Community idea: This idea began very early to leaven Teutonic society. Each man owed allegiance to his community. Compare the Greek and Italian cities. In this connection show how personal leadership began to break in on the community idea. The popular leader and his personal following; he became the *hlaðford*, or "loaf-giver," who was to reward his followers for their personal service. The rise of the nobility, or thegns.

5. Tenure of land (folkland): At first land was primarily the property of the community, but private property in land gradually arose. Every war tended to increase the holdings of the powerful, and contrariwise with the weak. Thus the personal relation, and the person gained in power and wealth always at the expense of the public and the community.

6. Assemblies: The meeting of the wise men. A whole body of freemen saying *yea* and *nay* to the proposals of the presiding chief. How would the increasing number of people at increasing distances inevitably affect such meetings? The evolution of the parliament. Compare with the New England town meeting.

7. The idea of king: The children should clearly understand that chieftainship among the Saxons meant an *office* and not a *property*. And as an office it demanded what qualifications? The king must be of the stock of Woden, but kingship was in no sense held to be hereditary. Note: What effect would the Saxons' invasion of England have on the Saxon laws and customs? Would not the invaders be compelled to organize their society more closely for the sake of protection? What would be the effect of this community life? On the nobility? On the kingship?


**Expression:** The pictures which may be made by the children to reinforce the history are of course innumerable. Scenes from the various countries may prove very helpful to the class.

**Oral Reading:** (Miss Fleming.) Parts of Ossian, *Lady of the Lake*, and an adaptation from *Ivanhoe* of *The Storming of the Castle*.

**Nature Study:** The course planned for last month has not been touched at this date, March 12th, and will not be taken up till April.

**Latin:** (See Miss Stilwell's outline for the Ninth Grade.)


**English:** In the Seventh and Eighth grades there are no hours set apart for the teaching of English as such. Whatever instruction in the ordering and expressing of their thought (and this is to be understood as embracing grammar, spelling, penmanship, and punctuation) the pupils have had, they have got incidentally through their written expression in many different subjects. The topic might be the account of a laboratory experiment, a report of a field-trip, a description of peoples or of places in their history studies, or a bit of geographical exposition. As few limitations as possible were set upon the work; for instance, the length of each paper was determined absolutely by the child, it might be one sentence or it might be five pages. In this way the pupils have probably done a great deal more writing than they would have been asked to do in a regularly planned course of composition, but there has been no set number of papers per week. And since, so far as possible, they were asked to write only when they had shown interest in their subject and some knowledge of it, they never went at writing with the cold horror of the child who sits down to do his weekly or monthly essay.
The following paper, the work of an Eighth Grade boy of thirteen years, was written the day after the class had attended a stereopticon lecture and discussion on volcanoes. It is printed without alteration:

**Life History of a Volcano.**—When a volcano is about to begin life, the first evidence it gives of its appearance is a low rumbling sound, and various sharp explosions. Earthquakes are also frequent. Then, as the hot lava under the crust of the earth comes in contact with water under the earth, steam is quickly formed, which rends and cracks the rock. After this process the lava keeps gradually rising until it finally overflows, and, running down the sides of the cone, forms a layer of lava.

Then the first real eruption comes, with its rumblings and crashing explosions, and lava flows. The eruption throws up ashes and volcanic dust, too. These last named substances fall around the crater and form a separate layer, thus helping to make the mountain higher. After an indefinite number of such eruptions, the volcano reaches its maturity, and the process of wearing away, or erosion, begins. Rivers form on the sides of the mountain, and rain also helps to wear the rock and dust away. This process continues until nothing is left of the mountain except the hard lava around the crater. This curious formation is called a volcanic plug.

**French:** (Mlle. Ashelman.) The study of the Norman Conquest will be continued in April, showing William now the conqueror of England.
Harold. Par ma foi! ce serait trahison. Je ne détruirai point le pays qui m’a été donné en garde.

Scène III

14 octobre, 1066, un peu avant l’action de la mémorable bataille de Hastings.

Le duc porte au cou, suspendues par des chaînes d’or, les plus vénérables des reliques sur lesquelles Harold avait proféré son serment. Il parcourt le front de bataille de son armée sur un magnifique cheval d’Espagne. Il veut leur communiquer son ardeur.


Les Normands (enflammés d’ardeur, répondent, en poussant leur cri national). Dieu aide! Dieu aide!

(On entend les Anglais qui crient avec force). Cross of Christ! Holy Cross!

Scène IV

Harold, percé à la tête d’un coup de flèche, succombe. Un Normand veut mutiler avec son épée le cadavre du roi.

Guillaume. Quel acte de lâcheté! Vous serez dégradé du rang de chevalier. (Se tournant vers le ciel.) Rendons grâces à Dieu de la victoire dont il vient de couronner nos armes.

[AVERTISSEMENT: Harold est mort; le grand conseil national proclame Edgar, prince faible, jeune, sans expérience, dépourvu de capacité, roi d’Angleterre. Son avènement consomme la perte du royaume.]

Scène V

Camp de Berkhampstead dans le Hertford.

Le jeune roi, Edgar, les archevêques Stigand et Eldred, les prélats, thanes, et bourgeois s’avancent vers le camp, tristes, solennels, portant des otages.

Edgar (à Guillaume, lui offrant les otages). Ces otages répondent de notre soumission, nous vous jurons la paix et la fidélité.

Guillaume. Je vous promets d’être doux et clément pour vous et pour votre grande cité saxonne.

L’Archevêque Stigand. Nous avons coutume d’obéir à un roi, nous voulons avoir un roi pour maître, nous ne connaissons personne plus digne que vous de nous gouverner, nous vous offrons la couronne.


Vicomte Aimerie de Touars (s’écrie). C’est par trop de modestie de consulter des chevaliers pour savoir s’ils veulent que leur seigneur soit roi. Il ne faut pas différer par nos débats ce que nous désirons voir s’accomplir sans délai.

L’Archevêque Eldred. Ne refusez pas la dignité que vous offre volontairement les Anglais.

Guillaume. Je me rends aux voeux et aux conseils de mes braves Normands. Je fixe la fête de Noël, qui est prochaine, pour la cérémonie de mon couronnement. (Regardant le champs de bataille.) Sur ce champs de bataille un couvent sera construit, le grand autel sera élevé au lieu même où l’étendard du roi Harold a été renversé, et ce monastère sera appelé: Abbaye de la Bataille.