

Oct., 1898.

Scheme for Reports.

Each report should contain the following points:

1. The actual subject matter for the week. This should be given in specific, concrete terms not merely as a general title. For example, do not say, studied rocks or seeds, etc., but state what rocks and what seeds, etc. The reports for Domestic Science of Group IV in the report of October 14th and that of IV and VI of October 21st; the report of History for Group II and Group IV in the report of October 24th, and the printed statement of the work of Groups II and III in the Record of October 28th, may be referred to as indicating what is wanted. ~~The report~~ should in all cases indicate not merely the actual subject matter, but the reason for taking it up, its antecedents, and the points which are being led up to. (It will not, of course, be necessary to report this in every week's reports provided a full statement is made in some one. In all cases, however, the further work that is to grow out of what has been undertaken should be indicated.)

2. In all hand work, whether carpentry, sewing, etc., or art work, the reason or motive for the work should be definitely stated, its connection or lack of connection with other work of the school, and the uses if any, to which the objects made are to be put.

3. So far as possible the mode of getting at the topic should be indicated. This involves in History a statement of the uses of conversation, discussion, dramatization, class readings and references to literature; also the study of pictures, visits to museums, historical places, etc. In the case of Science it involves a statement of experimental work performed, materials and apparatus used (also as to whether

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Scheme for Reports.

these were supplied ready made to the children or worked out by them.) The problem or point to be found out should be clearly stated instead of saying that simply they were studying about such and such a thing. Observational and field work should also be definitely reported on, also reading matter, whether in or out of class. In hand work both the personal and social relations and objects (if any) should be given and also a statement on the technical side. In science, history and geography all construction and expression work growing out of the subject-matter should be stated, and whether done in same class, or through the other teachers. The amount of writing in each subject should be stated, and whether done on blackboard or on paper; in class or study hour; whether record of work done, summary of discursions or more original composition.

1898
Oct. 3-14

Group I

Science: Talked about plants and animals they had seen during the summer, and planned a garden to be started in the fall. Made a list of bulbs that could be planted at this time in the year. Miss Andrews

Domestic Science: Study of wheat, raw grains, preparation for cooking; simple measurements and the care of materials in the kitchen. Miss Harmer

Weaving of baskets and study of vegetable and reed fibre.

Manual Training: Use of tools: half hour per week. Mr. Ball

History: Three half-hour periods a week. The first day was simply a story and questions on their vacation. The other days the names of the different kinds of little boys in the world were given so far as the children could think of them. As the names Chinese, Japanese, German, Spanish, Cuban, French, etc. were given, they were put in houses on the board, - each house to represent a large family. The plan was to bring out the idea that the many nations belonged to a few families. The story of Hans Brinker is being used as descriptive of life in Holland. Miss Hughes.

Oct3-14

Group I

Music: Unconsciour rhythm. Melodies to a given line of poetry have been suggested by individuals, harmonized by the teacher and sung by the class.

Mrs. Kern.

Drawing: Water-colors and study of fruits.

Miss Cushman.

Oct. 3-14

Group II.

Domestic Science: Same as I.

Reading: One period weekly.

Miss Bacon.

Music: (Same as I)

Mrs. Kern

Science: (Same as I)

Miss Andrews

Hand-work: Modeled huts in connection with history; ~~sex~~ examined stones in regard to hard and soft.

Miss Hill

History : Conditions of Primitive Life studied from point of view of discovery, invention, and consequent advance. Outline to be used with each period:

1. Food: kinds available in natural state: fruit, nuts, roots, fish, shell-fish, birds and small animals.
2. Shelter: Homes: caves, trees, brush huts, wigwams, stone houses.
3. Defense: Clubs, rough stones. Invention of sharpened stones fastened to clubs.
4. Discoveries and inventions:
 - (a) Fire: made by friction, by flint: preserved by use of hard wood, by excluding air by coals. This brought about the discovery of charcoal.
 - (b) Invention of spear, javelin.
 - (c) Invention of fish-hooks, nets, snares and traps

5. Clothing:

(a) Purpose: ornament and protection.

(b) Materials. Leaves, skins, bone pins, rings, etc. *Miss Ca*

Drawing Work in charcoal with a study of mass where the object was comprehension of form and developed the idea of light and shadow.

Miss Cushman

Manual Training: Began making cook-book covers and shipping tags.

Mr. Ball.

Domestic science: (Same as II)

Reading:

Miss La Victoire.

History(Same as Group II)

Miss Camp.

Science (Same as Group I.)

Miss Andrews.

Hand-work: (Same as II)

Miss Hill.

Drawing : (Same as II)

Miss Cushman.

Music: The children have pictured on the board the swinging of two pulse rhythm, and have recognized the rhythm in three pulse melodies.

Miss Fern.

Manual Training: Began making cook-book covers and shipping tags.

Mr. Ball.

Reading: One period each week.

Miss Bacon

Science: (Same as Group I, but in addition began the study of seeds in regard to their means of dissemination.

Miss Andrews.

Domestic Science: Subject, potato. Experimental work, potato soup.

Cultivation selection, care in kitchen, sprouting, etc.,
(mealy

preparation for cooking: Boil (egg and waxy.

Test for composition

Qualitative

Cut for H_2O (boil
1 (Starch (test
Grate- separate; (cellulose

Boil and taste water- salts, near skin
saline

Show acids oxidized (citric
(succinic

Salinina: Boil with skin, test in or near skin

Boil without.

Quantitative

H_2O 75

$C_6H_{10}O_5$

Starch 20

Cellulose 0.7

Albumen 0.2

Fat 0.2

) Blocks in wood work, geometry in
) number

Drawing: (Same as II and III)

Miss Cushman.

Music: Swinging the rhythm of two, three and four pulse melodies.

Some of the children have found it difficult to control their muscles in the swinging. Two familiar melodies pictured on the board have been distinguished by class. The children have given reasons for their selection.

Mrs. Kern.

History: The children were led in a rapid review to state the conditions of early primitive people in regard to food, shelter, tools, discovery of fire, domestication of animals, making of pottery, discovery and use of copper. They were led to use their reason in each step, but always guided to the true facts. The knowledge gained in the week was collected on Friday into a list of different materials found on the earth which made use of in natural state. The names as the children gave them were written down on the board, and the children asked to specify which could be used without change. The idea of man's necessity was deduced as the cause for change and thought as the means for invention. The idea of man as a thinker enlarged upon, and the accumulation of results handed down to posterity brought out.

In the second week we began by deciding on reasons for migration of a tribe. The class was divided into groups. Two members were sent to one corner of the room and asked to think up reasons why our tribe should move, and then come back and report. Two more were sent into another corner and asked to

"make believe" they had discovered a place which would be exactly fitted for our tribe. The rest of the class was asked to think of reasons why not all should go, and to raise objections, fears as to result of migration, etc.

The scheme worked well. The first group brought back the report of lack of food for cattle; the second had, while searching for cattle discovered a valley watered by a river, with clay beds near; and, as a final touch of persuasion one boy said "there is a beautiful view there .

The trustworthiness of the men who were to be guides was inquired into. All possible reasons for and against a division of the tribe were spoken of, and finally all agreed to go.

The rest of the week was spent in discussing the incidents of a migration and in locating the tribe in one of the Lake-dwellings. The difficulties of the construction were brought out,-- the reasons for it-- an imaginary hostile tribe-- brought out, etc. The alertness of the children in suggesting means of repelling attacks and protecting our cattle was very general and interesting. The attitude of the teacher in being one of the tribe, and only suggesting conditions which the tribe as a whole were to meet, led one boy, under the stimulus of what he believed to be a great idea, to rise in his seat, and with all the manner of a great chief, but in the patronizing language most familiar to him, say to the teacher who had presented the possibilities of an attack, "Why, my dear, we could just get a heap of stones and get our men together, and when they came up we'd roll the stones down on their boats and sink them? If the class, impressed

by the manner and novelty of the suggestion did not ask it, the teacher's question, "Yes, but what would they be doing while we were pushing over the stones?" called out the disappointed reply, "Ah, they'd shoot us", and all remembered the bows and arrows without which no tribesman ventured abroad.

For the sake of future study, the teacher then led them to see that one result of lake-dwelling was greater leisure for the women, which permitted the invention of ornamentation of potters and making of shell ornaments. On the other hand the increased numbers and hostility of the other tribe was brought out. After the fact that we could not cope with them was acknowledged-- much to the regret of all, the proposition to make peace was reluctantly made.

Miss Runyon.

Q.K.

Oct. 4-14

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Group V.

Science (Same as group IV)

Miss Andrews.

Drawing: Studied mass, light and shadow in relation to background

Reading: Two periods a week

Miss Bacon.

Manual Training: Making of spool stands.

Mr. Ball.

History: Four periods a week.

Miss Bacon

Number work: two periods a week, Review.

Miss Bacon.

Science: Three half-hour periods. Studied causes of volcanoes, earth-quakes and geysers. The children began records of the ground covered.

Miss Hill.

Drawing: (Same as V)

Miss Cushman.

Shop: Making of ink-stands.

Mr. Ball.

Music: The children have been trying to recognize and sing do+mi and sol in various keys, a sufficiently long-phrased being played in each key to give them a feeling of the key-note. This sense of key relationship has further been fostered by writing aurally given melodies on the staff with simple marks to indicate intervals.

French:

History: Two hours a week.

Miss Bacon.

Number work: Three half-hours a week, Review

Miss Bacon

History: (Same as II)

Miss Camp

Science: Study of insects, taking up cocoon and crysalis,- forming habits.

Miss Andrews.

Shop: Making flower trellis.

Mr. Ball.

Latin: I had the class twice each week. My idea was to connect the Latin work as closely as possible with the objects they represented. So I gave them the words for the different parts of the body. I would point to the head for instance and say, "Hoc est caput" etc. In this way I taught them about twelve words the first week. Then I had them name the different parts for me, and when I was sure they connected the words with the object it stood for, I gave them the graphical representation of the word.

Miss Schibsby.

Drawing: (Same as V)

Hand-work: Formation of sand from
Sand dunes.

Preservation of sand dunes by means of vegetation.

Miss Hill.

Music: The signs for rhythmic incidents.

Mrs. Kern

French:

Number work: Three half-hour periods, Review.

weekly

Miss Bacon

Drawing: (Same as VII)

Miss Cushman.

Science: One and a half hours a week. Beginning mineralogy. Description of gold, its general properties, where found, means of obtaining, places mines.

Miss Hill.

Latin: I reviewed the story of Romulus and Remus with them. I found that three of the pupils had had Latin a year and could answer my questions about the story well, while the others were just beginning in Latin. I tried to keep the advanced pupils at the blackboard, or busy writing in their seats while I drilled the others as I would beginners.

Miss Schibsby.

Music: This group has been trying to recognize various key incidents in aurally given melodies. Have written melodic phrases with signatures, -on staff with G clef.

Mrs. Kern.

French:

Shop: Boxes for holding rubbers for school.

History: (Roman).

The first week was devoted to study of the life of Caesar. The main facts of his life and times were given by the teacher, the children being asked to contribute anything they could, and freely encouraged to express their opinions in regard to his character or motives, or the character of the Roman people. One paper was written by all, criticized and re-written. But did not in any way show the interest expressed in the class. Extracts from Shakespeare's "Caesar" read on Friday. The speech of Antony and that of Brutus.

In the second week, to make the life of Caesar more vivid, I asked each member of the class to give me an idea of what picture he had in mind of the city of Rome. We drew out its physical characteristics, its chief buildings and their character, the classes of people and their differences, the political interests and how they were carried on.

Having, I thought brought to their minds a graphic idea of the times, I asked them to write, personating some one in any of the grades of society, and describe their life; or, to compare Caesar with some great man they knew about.

The result was very satisfactory, the papers written in their study hour of about twenty-minutes showing marked individuality and originality.

We next took up the crisis in Roman affairs at the death of Caesar. The children were asked what two kinds of government might take place, and to collect all evidence possible for expecting either result. They were able easily to decide that Brutus, Octavius and Antony would be three leaders, but had some difficulty in deciding the natural following of each.

We took up with care words misspelled or misused in the written work, and also the literary form of the paper.

A part of each morning was spent in questioning the class on the work of the preceding day and attempting to discover whether a clear outline of order and importance of events had been grasped.

Whenever possible, the similarity of our own times to Roman was deduced.

The life of Cicero was taken up in some detail in order to furnish a contrast in character to the ambition and corruption manifested by others of the time. At the earnest request of the class the Friday period is devoted to reading (by the teacher) of literature connected with the history. A continuation of Shakespeare was taken up. Miss Runyon.

Q. K.

Number work: Two hours per week.

Miss Bacon.

Shop: Making of boxes to hold rubbers for school.

History:- (Roman) Same as VIII, but more details given and more written work assigned. This group writes twice a week.

Miss Runyon

Latin: I reviewed the story of Romulus and Remus with them. I found that the words returned to them easily and that they could use them readily when I had them tell the story or personate the different characters. I found that their ideas about forms were very vague. I tried to give them the feeling of a subject, an object, and a predicate noun. When I asked them for Latin sentences illustrating them I met with quite good results.

Miss Schibsy

Drawing: (Same as Group V)

Science: The work of This group for the two lessons of the first week was review. We spent the time in recalling the points already learned about oxygen, hydrogen and nitrogen. Where these things are found and how abundant. They were somewhat familiar with the nebular hypothesis and through this the facts were brought out that the elements found in the sun and on the earth are the same only in different conditions. The idea of solids, liquids and gases naturally formed a part of the discussion.

Miss Hughes.

Music: This group have expressed aurally given melodies with correct signatures with both G and F clefs. Mrs. Fern.

Group I.

to Oct.21

History:

The children in the history work on Holland one day drew pictures to represent the different kinds of head-dress worn by the peasants. Another day each chose his own scene to represent on the board. Every one ^{drew} ~~day~~ a dyke and many of them had holes in the dykes. One boy showed quite well the relative positions of the ocean and the ships and the houses. The story of the skating race as told in Hans Brinker has been given them, also an account of the announcement of deaths and births.

The siege of Beyden was acted out by the children. The chairs and blackboard served to represent the series of dykes which were broken to flood the city. The children took characters and acted out the scene.

The account of the injury of "Raff" was given them. In talking of the poverty of the family an effort was made to bring out the kinds of occupation followed by the poorer classes, the women harnessed up to canal boats and the heavy work done by them. One entire lesson was devoted to pictures of home scenes in Holland. The wooden skates were of some interest. The children discussed quite excitedly the unselfishness of Hans in giving up his new skates. Most of them, but not all, at first decided it was right for him to be thus unselfish.

Parts of the story were picked out and read to the children but they did not care for it.

--Miss Hug

Science. The children studied the country from which their bulbs came, (Holland), climate and soil adapting the country to bulb culture. Reviewed the study of wheat raising that they had studied last year, when they had planted winter wheat in the garden. They took up especially the transportation of grain. They planted a window garden with pansies and morning-glories, and considered the conditions necessary for the seeds to grow. They watched the progress of their bulbs in water, and discussed why they needed to be in the dark for a while.

Miss Andrews.

Sewing.

Weaving of baskets in which rattan was used for the foundation and a vegetable fibre for the weaving. The rattan gives the firmness necessary for the foundation, while the fibre is better for the beginner to weave with on account of greater flexibility and ease of manipulation. Simple weaving over and under was done.

Miss Tough.

Music.

The children offered original melodies to given lines of poetry.

Manual training.

Learning the handling of tools. Considered sufficient for the present for so small children.

Drawing:

Study of Tenique. Water color, study of object in mass.

Science:

Continued seed study, taking up especially the milkweed seed. They made excursions to the neighboring lots and found seeds in the act of dissemination in several different ways. Parts of Mrs. Dana's book, "Plants and Their Children" were read and enjoyed.

Miss Andrews.

Music:

The children have freely offered original melodies to given lines of poetry. They worked over these until the rhythm could be discerned, and swung, and pictured on the board. Mrs. Kern

Gymnasium:

Combined with Group III in exercises from American and Swedish systems, mostly elementary. Simple games to train in sense of location, poise of body and idea of rhythm.

Drawing

This Group began to work with colored chalk from still life, rendering objects in mass and in relation to back-ground.

Reading:

The members of these groups are between the ages of seven and eight years, the children having been divided into two groups because of the number in attendance. Both groups are doing the same work. This report covers the work done in all departments since the opening of the quarter.

In order to make a connection with their work in Botany, which has been the study of seeds and the planning of a fall garden, the children have made in the shop seed labels. This gave them some practice in measurements, as well as in the use of tools. They were given a strip of pine which they measured five inches long and marked, and sawed off. The labels were to be one inch wide and measurements were made from each end and connected by a penciled line. The stick was then placed in a vise and planed down to the line. A distance of two inches from one end was then measured and marked. The middle of the end was found and oblique lines connecting it with the ends of the two-inch line drawn. The triangular corners thus formed were first whittled off with a knife, then smoothed with the plane, thus securing a sharp point to stick in the ground. From the opposite end the sharp corners were cut off, by exact measurement, and when the label had been sand-papered it was finished.

The subject in cooking, was cereals. The first duty of the student was to learn the names and arrangement of the cooking utensils, and the order of the table and closet. The packages of cereals received from the store were given to the children to put in proper jars, label and arrange on shelves.

The preparation of wheatina was first taken up. The method used in teaching was to direct the experiments of the children and lead them to correct deductions. They were asked to select proper utensils, both for cooking and for measuring. The children were given boiling water, and then cold water, to pour upon separate quantities of the cereal. They learned that boiling water produced lumps, that cold water separated the fine grains. Hence in cooking cold water should first be mixed with the cereal, then boiling water added.

The mixture was placed directly over the flames until the water had been absorbed by the grain, then the flame was reduced, and the cereal cooked over an asbestos mat. The children judged when it was necessary to reduce the temperature, and of the time required for cooking. During cooking, time was spent in taking care of utensils and in washing dishes and returning utensils to their proper places.

Baskets have been woven, in which work rattan was used for the foundation, and a vegetable fiber for weaving; the rattan supplying the necessary firmness, while the vegetable fiber is for beginners easier to weave. This gave the children some control in using their hands, and is a preparatory step to the use of the needle.

In botany they have taken up the subject of seed dissemination, particularly the question of those seeds scattered by wind and by animals. They have made excursions to vacant lots to demonstrate practically "willing" and "unwilling" animals.

The subject-matter used with this class in history is primitive social conditions—pursued by taking away from the child one by one all existing civilized modifications of food, shelter, and clothing, and getting from him a statement of what he would do to find shelter, food, and clothing, with the reasons and need of each element.

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General conditions were given the children, such as climate, animals existing, and such general features as those of a wooded, rocky slope. They were able easily to deduce the conditions which were supposed to exist among the earliest people, who found shelter in trees, and whose only weapons were, first stones and clubs, then clubs made more formidable by the insertion of sharpened stones—the first step toward the stone axe and spear.

They told various stories of the possible ways in which fire was discovered—although the one which seems perhaps most obvious to us, lightning, had to be suggested. They had heard of making fire with flint, by the rubbing of sticks, and of getting fire from volcanic sources. The value of fire as protection necessitated some elaboration of the dangers of that time because of the abundant animal life existing. The proper materials and ways of making a fire were gone into. The children made fires and discovered or formulated for the first time the chief things requisite, *i. e.*, supply of air, use of inflammable material—as kindling—proper arrangement in stacking sticks for the admission of air, etc. Then the need for the preservation of fire brought out the points that hard woods burn slowly, and that by partial covering from air fire can be kept for a long time.

The change from the trees to the rocky caves was suggested naturally by the children, as was also the use of fire in the opening of the cave. The subject of where caves were naturally formed, and how they were formed, was considered very slightly, and the natures of the rocks in which some of them had seen caves—limestone and granite—were compared, with a view to the probable shape of caves in each of these rocks.

The names of the natural foods found by men were brought out by children, grouped into four main groups: berries, fruits, roots, and animal food.

The advance of weapons was taken up in connection with food getting and defense; from the club with its inserted stones to the sharpened stone at the end of a handle, forming the spear or the axe. The question of the material of stone used brought out the idea that it must be those stones which would break in sharp edges; that these sharp edges must not crumble or flake off easily. Various stones—limestone, granite, slate, soap stone, and flint were tested by the children to find out which possessed these characteristics, and were one by one rejected, leaving only the granite, flint, and harder limestone. An expurgated edition of "Ab," by Waterloo, was used as a story illustrating the later cave life following this period. Ab excited great interest.

This preliminary work was done to give a setting to the simplest social conditions, in order to bring out the great advance consequent upon each succeeding device for bettering man's condition.

The first inventions were, of course, an improvement of weapons, by working out the proper shape for various purposes. These the children made in clay, in imitation of the finished product of the laborious worker in flint. In bringing out the setting of this period the children illustrated the different parts of their story with pencil and chalk.

Cave life as a whole, with its weapons, utensils, and clothing, was worked out by the children in the construction first of a cave of a definite shape and size, then by putting into it the necessary utensils and weapons of those dwelling in it. Each child worked alone; then each member of the class selected that

cave which he would prefer to live in, and suggested various improvements, such as blocking up the doorway which had been forgotten, the proper placing of the fire beneath the smoke hole, etc. This cave when finished contained a rude spit for roasting, and a stone pot chipped out of rock for boiling; weapons, huge stone axes and spears; a bed and clothing of skins of beasts that had been slain.

The acquisition of the stone pot brought out the cooking of meat and nuts in water by dropping hot stones into the water. This was demonstrated by the children.

In music they were first drilled in swinging the rhythm of three and four pulse time. They united with the older groups once a week in chorus singing and in listening to instrumental music selected with a view to training the ear.

These groups are each week given training in the gymnasium, both in the use of apparatus and in games.

Each group has a leader, appointed from day to day, whose duty it is to lead the group from one class room to another, and the position is regarded as one of trust and honor.

(The work of this Group is the same as that of Group II except where specified)

Reading:

(typewritten)

(Sentences in connection with History, twice a week.)

One day a man was chopping down a tree. He used a stone axe.

He saw some sparks fly from the tree. The sparks set fire to some leaves. Then the man had fire. It felt warm. The man liked the warmth.

Weaving:

Baskets, as in group II. In most cases the baskets were finished at the top, by curving the rattan from one rib over to the next and fastening it in place with twists of the fibre. This work gives the children exercise in controlling their hands, preparatory to holding and using the needle in sewing, and, at the same time, knowledge of the first principles of weaving is obtained.

Reading: (type-written sentences in connection with History.)

We lived a great many years in our Lake-dwelling. The little babies grew to be men and women. The Kelts were a much stronger tribe than our tribe. Albert and Hugh went over to their village. They saw them making copper spear-heads. They waved skins as a sign of peace. They bartered twenty fish and some shell necklaces for spear heads.

History:

We continued the study of Lake-dwellings bringing out the change environment would make in mode of life. We developed a scheme for trading with tribe near (formerly hostile), and brought out the idea of relative value as concerned in (1) difficulty of obtaining, and (2) difficulty of production. I should have liked at this point to have had an actual barter of articles previously made, but it was not possible. We reckoned value by the primitive method of counting fingers and toes.

The trade led easily to suggestions of combination, and this we acted out. The class was divided into two groups, one representing our own tribe of Lake-dwellers, the other the mountain tribe. The mountain tribe group were delegates to propose peace, and came from the end of the room waving their handkerchiefs (to represent skins) as a sign of peaceful intentions. They were met and placed in seats opposite the Lake-dweller group, and then each in turn made his proposition, putting in his own words the reasons privately suggested to him by the teacher. This was made a rather