

formal and solemn scene, and the young chiefs showed some nervousness in making their speeches. The speeches were replied to by the Lake-dwellers, demanding concessions in the way of gifts of cattle, aid in building houses etc.

One lesson was spent on an outline map of Europe, and in locating on the map the Caspian sea which the children had modeled in clay, and the Ural and Caucassian mountains, and the Volga river. This was done in order to give a starting point from which future migrations were to start.

Miss Runyon.

#### Gymnasium:

Group IV and V have united, the work has been simple, using exercises to develop quickness of thought and rapid or ready response.

Miss Furniss.

#### Cooking:

In the previous week the children had studied the potato as a type of starchy vegetable. The tomato was next taken up and studied in the same manner. Tomato bisque soup was to be made. Directions were not given the children for its preparation, but a series of experiments are carried on by them, from which they infer how to proceed.

They separated the pulp from the juice and examined it.

#### Experiments:

1. They let the juice settle and examined it for starch.
2. They tasted and compared (a) with a vinegar solution; (b) with a soda solution. This brought out the difference between acid and salty taste.

3. They added milk (a) to tomato juice, (b) to vinegar solution (c) to soda solution, and noticed the curdling of milk with Vinegar and juice. They ~~inferred that a~~ <sup>inferred that</sup> acid curds milk.

The children suggested that boiling would remove the curd, and this was tried, and did not prove effective. Finally it was suggested to add something which would remove the acid taste. Soda was given them to try.

When they prepared their soup another experiment was made to show how much soda was necessary to remove the acid from tomato.

The children then gave their own directions for the preparation of the soup.

A half hour was devoted in the morning to the experiments, then a full hour at noon to the preparation.

#### Sewing:

The children began work-bags of scrim, 9 x 15 inches, basting the two sides with Barbary cotton of any color desired, using coarse worsted needles. The scrim and Barbary cotton give strong materials of good color, and are coarse enough to avoid any possible injury to the eyes. The basting was done 1/2 in. from the edge with stitches 5/8 of an inch long. The work gives simple sewing with training for hand and eye, without too close application.

#### Music:

Same as Group III.

Science:

Children continued the subject of seed dissemination. More examples of wind dissemination and animal agencies in scattering seed. They took up in addition the Milk Weed seed. They made a record of their work in drawing in a systematic way the seeds blown by the wind, and those carried by animals .

Miss Andrews.

Drawing:

Same as younger groups.

Manual training:

In addition to the work done by Group II (which see) group Iv started pencil sharpeners. This included measurements, drawing of a semi-circle and free hand curve. In addition to tools already used the handling of a bracket saw and the use of glue. Sketch of one finished, but not according to measurements, is given.

Mr. Ball.

Science:

Miss Hill.

Cooking:

Same as Group IV.

Sewing:

Basted bags of scrim and stitched the basted sides using Barbary cotton in a stitching stitch 1/4 inch Miss Tough.

Music:

Worked with the scale and swung the rhythm.

Art.

Same as younger groups.

History:

United States, four periods a week.

Miss Bacon.

Manual Training:

Continued the making of spool stands.

Gymnasium:

Same as Group IV.

Reading:

From type-written copies:

The History of Henry Hudson.

Henry Hudson was an English sailor. He was sailing on a Dutch boat with twenty men. The ship's name was the Half-moon. He tried to find the way to China by going through America. But America was too large to sail through for the river that he went up did not cross America. So he went back and stopped at England and the English said he was born in that country and kept him. They gave him an English ship and he was to try to find the way to China again. This time he got stuck in the icebergs and had to wait there till spring. They didn't have very much to eat, so they put Henry Hudson and some sick men in a little boat and went off and left them. They named Hudson River and Hudson Bay after him.

Group VI.

to Oct. 21

**Science:**

Studied the autumn habits of caterpillars.

Miss Andrews.

**Drawing:**

Same as younger groups.

**Manual training:**

Continued the work of previous reports, i.e. ink stands.

**Music:**

Special work in training the ear. They recognize do and mi played in almost any connection.

**Cooking:**

Subject: The preservation of fruit.

Teachers outline.

I. Means of preservation:

(a) old method: layer of fruit, layer of sugar.

II. Method in present use: sterilization.

III. Need for preservation:

"Working," fermentation.

IV. Cause of fermentation, germs--mould. therefore air ~~must not~~ cause, but germs. germ a plant, heat kills, therefore necessity to boil fruit juice.

**Practical work:**

I. Extraction of juice.

(a) cook to soften pulp;

(b) strain to separate juice from pulp.

II. Boil juice

(a) to evaporate water,

(b) sterilize juice.

III. Sugar added,

(a) flavor,

(b) preserve.

IV. Boil again.

V. Test: a few drops on cold plate.

Apple jelly was prepared. The apples were difficult to jelly, and so quince was added. Question came up why do some fruits make better jelly than others? We discovered a special jellifying principle in fruits, and the children were told it was "pectin". Some fruits have a larger quantity than others, hence the quince was added to apple.

**Recipe:**

Three quarts of fruit makes four glasses of jelly.

**Directions:**

Wash, remove blossomed end; (3) cut in small pieces, (4) cover with cold water; (5) cook gently till soft, keep kettle covered, turn kettle often; do not stir or mash. (6) Turn into strainer cloth, let drip all night.

- (7) Boil liquid ten minutes; (8) <sup>strain</sup> string through fine cloth and measure. 1/2 lb. sugar to 1 pt. juice. (have sugar hot)  
(9) Boil until juice begins to thicken on edge.  
(10) Add sugar, boil five minutes, skim, turn into glasses.  
Miss Warner

Sewing:

Same as Group IV. a two inch hem turned and basted at the opening of the bag, and this hemmed with 40 cotton and No. 6 needle.  
Miss Tough

Gymnasium:

The work of this and the next three older groups is more general, and is both developmental and educational. Compound work is given and special attention to general class work.  
Miss Furniss

Miss Bacon

History:

Number Work:

Miss Bacon.

History:

Same as Groups II and III, but more detailed.

Cooking:

Same as VI.

Sewing:

Worked with an article commenced last year, burlap and denim sofa pillows in worsted with cross-stitch and canvas curtains with outline designs in Barbary cotton.

Music

Work in training the ear. They have tried to write simple phrases on the board, but without much success.

Manual training:

Continued work of last week, i.e. making of flower trellis.

Latin:

For the past two weeks I have taken up the names for the various parts of the human body and of birds. I chose these objects as they would enable me to connect the Latin words directly with the thing they represented and not with our English equivalent merely. In taking up the human body I could point to the different parts and give the names, and in the case of birds I could use blackboard illustrations. Repeated questioning in Latin, accompanied by gestures pointing to the part to be designated, fixed the words in the children's memories, while spelling matches and writing on the blackboard gave them the correct impression. In their study hours I had them draw the human body and birds and then mark the different parts for which we had learned the names

Art work:

Same as earlier groups.

Gymnasium:

Worked with Group VI.

Number work:

Miss Bacon.

Latin:

In the past two weeks I have taken up two of Aesop's fables. My objective point has been to increase their vocabulary and make them familiar with the sound of Latin. I have repeated the fables to them in Latin, often had them translate from hearing, then read and write them in Latin. I have had spelling matches and to test their ability to use the words acquired I have had them write little stories in Latin.

Miss Schibsky

Roman History:

On Monday I prepared a series of questions to which I asked written answers. The questions were intended to fix in mind the main points of the previous week's work. I assisted each individually in spelling, framing his answer, and when he did not know the answer, trying by suggestive questions to recall what had been brought out in class. The exercise was helpful to me in showing me how really had been really grasped, and the necessity for bringing out more emphatically the critical points.

During the rest of the week we discussed the situation in Rome at the formation of the triumvirate, learned the dates and parties and effect of battles of Pharsalia, Philippi and Actium, and I spent some time in trying to get from class the natural effect in Rome itself of the continued civil wars, such as the taxes, lessened production, lessened discipline in city, resulting in escape of slaves, encouragement of highway-men, general poverty etc. In their study hour they wrote on the life of Cicero, showing a pretty fair idea of his position.

Miss Runyon.

Music:

This group wrote phrases correctly on the staff, but found the rhythm difficult to express. Naming the incidents of the phrase (with tonic sol, fa names) is a very slow process. Quite a varied musical development is noticeable among the children.

Cooking:

Same as group VII.

Swing:

Occupied with work begun last year, - cushions of canvas with cross-stitch design in silk, draperies of scrim with outlining in coarse embroidery silks and bags of Holland bound with worsted braid.

Miss Touch

## Science



Manual Training:

Same as last week.

French:

Gymnasium:

Same as Group VII.

History:-(Roman)

The same outline of work as in Group VIII, but more details given, and more general information expected. The Group does not write as readily as Group VIII, but talks and thinks much better.

Miss Runyon.

Latin:

For the past two weeks I have taken up with them subject and object constructions and the agreement of adjectives and pronouns in gender and number with the words they modify.

This grammar work has been deduced from two fables which I translated from Aesop, using largely the vocabulary already acquired and trying to give to them the vivid impression of the new words. I have had them do a good deal of written work, and translation from hearing the Latin read. The dictionaries started last year have been continued.

Miss Schibsbey

Science:

A study of the properties of oxygen and the methods of preparation. One lesson was given to the method of setting up the apparatus. The danger of using potassium chlorate which contains any organic matter has been particularly emphasized. In generating oxygen they observed the solid, liquid and partly gaseous condition of the potassium chlorate. This work in experiments was a good demonstration of the effects of heating and cooking a gas.

Miss Hughes.

A little history of the discovery of oxygen was given. After the group had seen the experiment with oxygen performed, they set up their own apparatus and performed the same experiment two working together. Quick and slow oxidation were discussed, the action of pure oxygen on a heated watch spring, and the action of moisture on a bright nail.

Miss Hughes

Art.

Began a design for a cover to Roman History papers. They showed more interest in this than in any other subject they have undertaken.

Miss Cushman.

French:

Shop. Continuation of work of last week.

Number Work:

Miss Bacon.

### The Kindergarten.

The general topics for the Quarter are the Family and the Home.

We spoke of other homes beside the children's own, and found that everything in nature has a home. Their games were based on the home and the duties of the home. The construction work was based on things which they felt the need of in their school home. They made boxes for their colored chalk, boxes for paste dishes, dust cloths, etc. They attempted to reproduce in bristol board some of the things used in the home, as furniture but this was not very successful.

They were told stories and worked out their ideas in clay and in color, and cut out objects talked about in paper and pasted them on colored paper, and finally retold them to the teacher.

All stories have been about the family,-- the family of birds their nests; a story of a little boy who went in his dream from his own home to other homes and noticed the difference; and how each difference met the needs of the particular country. They were told a story of some fish that lived in a brook and all desired to go to a different place; one went to the sea, where the big fish chased him, one wanted to live in a tree, and the squirrels pursued him, and one wanted to live in the air, and the hawks followed him-- so that each was glad to come back to the brook. No moral was drawn.