

agna regia and a piece of silver in nitric acid. The latter was precipitated as the chloride by the addition of hydrochloric acid. Silver was described by the class in the same way as gold, and was compared with gold as to heaviness, ductility, hardness and usefulness. Miss Hill

Sewing:

Last year's work of outline and cross-stitch designs on denim pillow, burlap curtains, drapers etc. continued.

Miss Tough.

Music:

The week has been spent in writing correctly on the staff the phrase: Mrs. Kern

Some had serious difficulty with the last measure. This group is especially varied in attainment.

French:

Have learned verbs, "I put, I cut, I throw, I catch, etc" how to tell time by naming the things they do at certain times; the parts of the body, and have memorized some poetry.

Miss Ashleman

(Cooking:

Same as VI.

History. Roman.

(Practically the same as VIII. They have begun some reading in class from "Rome, the Middle of the World".  
Miss Runyon.

Latin:

I have given them the vowel system and Latin dictation. I have given them for grammar work subject and object and adjectives in agreement with these cases. We have started a grammar in which we intend to keep a record of the grammar work as we take it up. In addition to this we have had the usual working over of a fable by means of translation, questioning in Latin, etc.

Miss Schibsby.

Science:-

Under the general subject of oxidation the children have made oxides by burning a steel spring in oxygen and magnesium ribbon. The latter was attempted to be done quantitatively, but was not very successful on account of the difficulties of manipulation. They reduced copper oxide on charcoal with a blow-pipe.  
Miss Camp.

Music:

Has offered original melodic phrases for two tetrameter lines of poetry and has written these after naming with syllables in their books.  
Mrs. Kern.

Art Work:

Continued designs for Roman History papers.

Cooking:

Same as VI.

Sewing:

Same as VIII.

The general topic of the week was shelter and the need of a home. The children made a large play house from a box. This was papered and painted and nailed together, which brought in some ideas of construction. The paint outside for protection from the weather, and the paper inside for ornament. The children decided on the number of rooms that would be needed: kitchen, dining-room, sleeping room and general sitting room. Then each child made a house of a smaller box. This was to be taken home, and to be a place in which to put furniture and articles made in the school. This also was painted and papered.

Two birthdays were celebrated, one by cooking, and the other by a soap-bubble party.

The games of the week were to teach rhythm. This was done chiefly by aid of music, illustrating the galloping of a horse.

The story for the week was the tale of the red wood-pecker. A picture of a wood-pecker was shown the children and they drew it.

Miss La Victoire.

Group I.

to Nov. 4

Science:History:

Group I has continued the study of the black race, taking up what the native people eat and how they obtain their food. The children seem to be able to imagine the conditions in which these people live, and seldom made mistakes as to the kind of vegetation or the animals that live in Central Africa.

They spent nearly one whole morning at the Field Museum studying the African Ethnology exhibits and the stuffed animals native to Africa. The animals interested them far more than anything which had to do with the people, although the weapons excited interest; but the manner of dress, household utensils and the small models of hix huts made only a slight impression upon them as I saw by what they dictated for me to write the next day. They talked to me nearly an hour about the animals, but it was necessary to ask questions to hear anything of the other things they had seen. They cut out shields and spears from stiff paper with enthusiasm, but preferred to make more spears rather than anything else.

Miss Andrews.

(Dictated by children after a visit to Field Museum.)

The African birds are very beautiful because they have great deal prettier feathers. We saw an ostrich and a black bird of paradise and a gold bird of paradise. The birds have such pretty colored tails because it is a warm climate.

We saw a big long snake. It was a python, a very poisonous kind of a snake. We saw one big Alligator in the water. Lions and tigers live in Africa. They belong to the cat family. They are a brownish yellow. The tiger has black stripes. The leopards have black spots, they belong to the cat family too. The panthers are yellow.

We saw charms that the African people make to drive the bad spirits away. They wore them on necklaces, and some they put in front of their houses. We saw elephants; the Africans kills the elephants and eat the meat. We saw some shields, one round shield had a point on it to keep men away. We saw some parrots that came from Africa and some lovely butterflies. The parrots were light green color and the butterflies were gold and blue and purple.

The handles of the knives that the African people use are made of wood, some of them are made of ivory. The spears are different width, some have wide points and some have not. They kill their food with them. The African Zebra looks like a horse. It is white with stripes.

Miss Andrews.

Group I

to Nov. 4

Cooking: Continued study of wheat preparation.

Sewing:

Continued weaving of baskets.

Miss Tough.

Music:

Song singing and singing of original phrases.

Mrs. Kern.

Art work.

The object of the week's work in all classes has been to secure more accurate observation of objects and self expression. The first lessons were devoted to the drawing in colored chalk of a red-headed wood-pecker. The class showed marked improvement over the birds which they had drawn the week before. Two children failed to express any difference between head and body. The others showed a very definite idea of the large masses of form, and gave some of the spirit of the particular bird. The other lesson of the week was devoted to illustrative work. They made a picture of an African native hunting elephants with the spear. They were greatly interested in this work. One child made an unmistakable elephant. The others were indefinite in form. One child introduced a cobra. A boy asked for a second piece of paper that he might have the elephant after it was killed. One child objected to the African subject and asked to make a picture from the Berkshire hills where she spent the summer. The result was excellent. Another child did an interesting thing. He represented his ground in light green chalk, and then put in sky with dark blue and made some trees of dark gray against this brilliant sky. He explained that the light was all on the other side of the trees, that they were all dark against that light.

Whether he had observed this effect in nature, or whether it had been suggested to him I could not find out. He does the most impulsive work in this Group. In connection with the illustrative work the children are led to observe the two planes of ground and sky and horizon line.

Miss Cushman.

Group II, III.

to Nov. 4

History:

The time has been divided between story-telling and discussion and methods of expression. After attempting to get from the children a story of the invention of the bow and arrow, but with slight success, I told them a story as vividly as possible of the way it might have happened. This method proved successful in giving them the main points of an accidental discovery, and the labor and thought necessary to perfect the invention. That they had seized the main points was shown in the way they told the story to Miss Bacon in their reading lesson.

Following this invention, in two stories, (partly narrated and partly drawn by questions from the children of the way in which the first combination for hunting and defence <sup>was made</sup>) the facts in regards to combinations were brought out. The first story was in regard to hunting the mastodon, requiring a combination of people living in different localities, such as shell people, cave people, and cave people living in a distant locality. The need of the combination, and of a leader with comparative law and order for the success of the enterprise were brought out.

The next story was of a combination for actual defense against the cave tiger who had chosen their home for his haunt. In this combination two men originated a cunning trap for the tiger, which then required physical cooperation of twenty to thirty men to carry out.. An old hunter devised a trap: a loaded spear fastened to a tree above the bait, and the bravest and strongest man was chosen to lie in wait in the tree for a favorable moment to cut the thongs binding the spear. The loaded spear fell breaking the beast's backbone

Miss Camm

Science:

The division of time into days, months and years has been the subject for the week. The children knew the cause of the natural division into day and night; a few thought the week was a natural division and only one thought of the moon as a possible basis for the month. The seasons and their recurrence was worked out and the differences between spring and fall which would indicate the coming of summer or winter.

Miss Hill.

Science, III

Continued work reported last week.

Miss Andrews.

Cooking:

Continued study of wheat preparation.

Miss Harmer

**Sewing:**

The children selected the desired color of worsted and wound a small ball of it for use in spool work. The end of the worsted was passed through its holder on the spool, then fastened to the four pins on the spool by four successive slipknots. Above and outside was passed the worsted, and the loop was then lifted, by means of the needle for that purpose over each successive pin and the surrounding worsted. This was continued round and round the spool and the resulting cord drawn down through the center of the spool.

Group III made oven cloths for use in the kitchen, which consisted of twelve by six inch pieces of ticking, on which a hem of one-fourth inch was turned, basted with 30 cotton and number 5 needle and the hem overhanded with the same.  
Miss Tough.

**Music:**

Rhythm work. The children have recognized tunes by rhythmic swinging.  
Mrs. Kern.

**Art work:** Object of the work, study of perspective in relation of a number of trees to each other. The difference in height of those near to observe those in the distance. Subject motive, or the child's motive. They represented primitive man hunting in a forest. This was done in colored chalk. They were led to find out how tall they were in their own pictures, and one child at once said that the trees were shorter than he was. The results of this group's study were very creditable.

Miss Gushman.

**Manual Training.**

Continuation of work already reported.

History:

To fix in mind the peculiar construction of the village and agricultural lands, each child was asked to draw a picture on the blackboard of the houses, the common pasture land and the arable fields divided into family strips. The dividing of the blackboard into eight spaces gave an opportunity for some number work, by dividing first in half, then in quarters, and then into eighths. The pictures were drawn independently, then criticized by the class.

To bring out the government by elders, an imaginary quarrel was described between the fathers of two boys who have figured in various stories. The children were asked to think how it might be decided without a fight. The contention was that the grain of one strip yielded more than another. The children easily decided that they would seek a third person, but when the general complaint was brought out, and their minds had been directed to the feeling toward parents, they were able to deduce the rule of the elders, and as a decision in this case, the rule which prevailed for a long time in Germany, of allotting each year the arable land.

The awe of the fathers led to an account of the more general burial customs and a mere suggestion of ancestor worship though of course this was not mentioned by name. This brought up also various myths current in all languages in some form, and I told the Aryan notion of heaven,-- a great plain in which cows (clouds) fed. The lightning as darts from the lord of the heavenly plain when the Evil one (a serpent) had shut up his cows in a dark cavern. The rainbow as a bridge to heaven,-- the tortoise and egg myth of creation. The shape of the earth, and our reasons for knowing that it is round were brought out in contrast with the early wondering of peoples.

On Friday each child was given an opportunity to tell one of the stories taken up during the week. Their choice was whispered to the teacher, and written opposite their names on a piece of paper, so that it came as a surprise to the class. Only two chose the same story; only two had no choice, and did not want to tell any, and one of these was a new scholar.

Miss Runyon

Science.

The children worked out the proportion of water in a potato. They found that it was almost impossible to use one whole potato and worked out through their failures the method of using a sample, that is a certain weighing, such as one oz. or two ounces of well grated potato and finding from that the proportion for the whole, no matter how large the potato might be.

They made guesses as to the amount and were divided in their opinion, the majority claiming that it was probably one-half, and a vigorous minority maintaining a proportion of one-fourth.

Miss Camp.

Science:

Cooking:

Practical work in the preparation of milk soups, experiments and discussion last week.

Sewing:

Turned and basted a one and one-half inch hem at the opening of the work-bags; over-handed the hem with colored cotton, and removed bastings. As casing was made for the drawing string by back-stitching the hem 3-4 of an inch from its lower edge. Miss Tough.

Reading:

The Aryans thought the sky was a great plain and the clouds were cows. When a storm came up they thought the Evil One had shut the cows up in a cave. They thought the lightning was darts to kill the one who stole the cows.

They thought the rainbow was a bridge from earth to heaven. They thought the earth was flat. We know it is round because when a ship comes in from sea we always see the top of the mast first. Then men have sailed around the world.

Manual Training:

Same as previously reported.

Art work:

The technical motive of this work was identical with that of Groups II and III. The subject was changed to correspond with the special interests of this group. They represented an Aryan hunting in a forest. I had planned to have them work in colored chalk. When they came to class they begged to use water color. I permitted them to do so, but they were so hampered by the medium that the result was not satisfactory. Miss Cushman.

Music

Cooking:

Same as IV.

Sewing:

Made casings for the drawing strings and ripped the seam at either side to allow for the passage of the strings. These openings were button-holed around with colored cotton. cords were twisted of parbary cotton and run through the casings. Miss Tough.

Science: Botany.

The Group spent the week in making book-covers and records of their work. Miss Andrews.

Manual Training:

Members of this Group are making a spool stand, and a spindle for bills and memoranda. These require measurements, the use of the tri-square, plane, rule, back-saw, bracket saw, use of the compass in drawing quadrant. The base of the spool stand is circular, and six upright posts are inserted in the outer edge for spools of thread. In the center of the base for the spindle a steel wire is inserted for receiving bills or memoranda.

Music.

The children learned to recognize three and four pulse rhythms. Improvised simple phrases and learned their rhythm. They also learned to pick out on the key-b and simple melodies. Miss Blanchard.

Art Work.

Technical object ground, sky horizon line and the best arrangement of objects in a given space. Subject from Longfellow's Miles Standish. I asked them to illustrate for me what Miles Standish saw when the poem says he stood at the window "wistfully gazing at the land-scape", forest and meadow and hills, etc. While they did not catch the spirit of the lines, the illustrations were all within the realm of natural possibility. One child drew what looked like a wind-swept orchard which was quite wonderful in its vigorous impulse. Miss Cushman.

Science:

The children have written and talked about the habits of ichneumon flies and other parasitic insects.

Miss Andrews.

Science:

The Group examined specimens of common rocks, such as limestone, granite, etc. which they tested with hydrochloric acid for presence of lime and broke to get the fracture and also the crystalline structure. The causes of stratification of rocks were arrived at throughout the working out of their formation by means of aqueous agencies.

Miss Will.

Cooking:

Study of wheat preparations:

1. Color: showing parts of grain used.
2. Texture: indicating manner of preparation.
3. Method of cooking: determined by preparations.

Note. Samples of wheat and wheat preparations were examined by the children and the following points observed:

(1) The wheat grain was starchy with an outside covering of brown, woody fibre. The woody fibre was called chaff, bran, husk, skin. The term "cellulose" was given them.

(2) Farina was a white preparation similar to starchy part of wheat grain. Wheatina showed some of the dark outside parts of grain mixed with the starchy part. Other preparations showed intermediate grades.

(3) Preparations examined were cracked, ground, flaked and rolled wheat.

(4) Ground preparations lumped when boiling water was added, therefore it was found necessary to first separate grains with cold water.

(5) The amount of water used and time required to cook preparations were recorded in following table:

Preparation used	Ground wheat	Rollled wheat
amount of water used to one-half c. cereal	one-half c. cold one and one-half c. <sup>boiling</sup> <del>hot</del>	one-half c. boiling
Time required to thicken	one-half minute	one-half minute
T. required to cook	45 minutes	20 minutes
Amt. when cooked	one and one-half c.	three fourths c.

An average table was selected. The "one-half minute to thicken ground wheat" is an error. In the experiment the small amount of water added was immediately absorbed, making a thick mixture which was difficult to thin; this will be corrected in the next lesson by the child adding before cooking what he has found to be the correct amount of water.

Miss Harmer.

Sewing:

Began work on ~~original~~ twisted cords and arranged them for drawing strings in bags. They also drew in lead pencil the name or initial on the bags and outlined them in garbary cotton.  
Miss Tough.

Music:

Have begun work on an original thanksgiving song. Two lines of poetry and two melodies phrases have been offered by individuals and accepted by the class.  
Mrs. Kern.

Manual Training.

The making of ink stands, previously reported.

Art Work.

Same as group V. This group has always been at the dividing point in the school, where they demanded technical training. They refused to make an attempt to do original work. They lacked confidence in themselves. For that reason I have been obliged to teach them how to draw from objects. This is the first illustrative subject which I have been able to give them. That they did not object to try was proof to me of considerable gain on their part. The result of their effort was much more crude than that of the younger groups.

History:

On Monday we went to Walker museum to observe the casts of animals in "Ab's" time. The next day we collected the facts about the shell people and the cave people from the story, and the improvements in weapons and tools. This was preparatory to a new development. The children were told something of the geological changes in the Glacier age.

I proposed that we write a sequel to Ab, and this took with favor. The class was divided into groups and given the points to be made next, viz. that Ab must move from the fire country. They were to find out why and to arrange the direction and details of the change.

The children decided that if the increasing cold were the cause of his removal, the direction should be south, but they could not decide how Ab would know that it would be likely to be warmer south. They were asked to think over it, and the next day some one suggested that he followed the animals in their retreat before the cold, and the inference was brought out that he having probably observed that the warm winds come from the south, might have drawn the conclusion that somewhere in the south was another fire country. All facts given the children and deduced from them, together with anything in the nature of the story-plot which they wrote in their study hour was incorporated in the first pages of the Sequel. On Friday we acted out the decision to move. This was done in the yard. Each group, shell people, Hill people and Ab's people chose a spot; a messenger was sent around to call a conference; a speech was made by a member of each group, and all decided to join in the migration. There was more self-consciousness manifested than when the younger Group had made the same attempt; but it was entered into heartily, and did much to think to make them realize that they were studying actual conditions.

Miss Runyon.

Science:

The same as group VI.

Cooking:

Same as Group VI did last week.

Sewing

Finished the bags by running in the drawing strings and drawing and outlining the names on the bags. They were then given 6 inch squares of felt with which to make holders. These were basted around one-inch from the edge to guide in cutting the felt. Strips 3-8 of an inch wide were then cut lengthwise in the felt, from one basting to the other. Miss Tough.

Music:

Began an original Thanksgiving Song. The words are agreed upon, and two melodic phrases accepted. Mrs. Kern.

Manual Training:

Continued making of ink-stands.

*Latin:-*

I have spent the week in ~~xxxxxxxx~~ describing to the children various phases of a little Roman boy's life. I have taken up with them the questions of the boy's food, his clothing, what he~~z~~ learned at school, what books he had, etc. In telling them about these things I have tried to make it as much like a story as possible, and to keep their attention I have repeatedly introduced the Latin names for the objects discussed, so as to fix the words in their memories. I have had them tell to me in turn what I had told them the day before so as to be sure they had a correct impression and to establish it more firmly.

Miss Schibsby.

Art work.

This group is still working on a design for center piece of a bag. It takes them a long time as they are just beginning to understand the requirements of such an ornament, and accurate expression is difficult for them.

Miss Cushman.

Number Work.

Continuation of accounts of school.

History (Roman).

We finished the life of Augustus. During the week the points chiefly brought out were his deference (apparent) to the wishes of the Senate, his frequent pseudo attempts at resignation, his gradual gathering of all offices and powers in his own name. All this was to illustrate the fact that he did not show openly his power. His friends Agrippa and Maecenas and their probable art in the government were dwelt upon, as the beginning of prime ministers. The general prosperity of the empire and its calming effect on republican views.

A brief sketch of Virgil's life was given, bringing out (1) the fact that his farm had been seized to reward soldiers; (2) the anecdote of his posting a compliment to Augustus ~~for~~ and another claiming the reward for the anonymous verses, then Virgil's device of putting up half-lines which his rival could not complete, and finally Virgil's full poem in which he acknowledged himself as the author.

An anecdote of Antony and Cleopatra was brought to the class by a member, and read. It described Cleopatra as an able fisher-woman and Antony's pique at his poor luck. He was said to have sent a diver down to put fish on his hook. Cleopatra discovered the trick and sent a diver down to put on a split-open, salted cod, thus revealing Antony's plot to his courtier, and holding him up to ridicule.

I found another version of this story in which it was stated that Cleopatra had sent a diver down to put little fish on Antony's hook, big ones on hers. But the diver blundered, and got a cod on by mistake. This version I read without introduction, and asked for comments. Much indignation was shown by the class, and they were able quite readily to decide between the two anecdotes as to which was probably genuine.

On Friday, instead of reading, at the request of the class three members took turns in teaching. Each had about seven minutes, and the only rule was that they undertake it seriously, and that no one ask questions a second time; i.e. each must think up new questions. The child exchanged chairs with the teacher, and the teaching was done without embarrassment and without affectation, although visitors were present. The members of the class in their seats answered the questions, and showed places on the map as simply as for the regular teacher. The questions asked were chiefly those that had been asked by the teacher, but several things not brought up in class were asked, the pupil-teacher having read it up outside.

Miss Runyon.