

Sewing:

Continued outlining and solid working of initials on work bags.

Miss Tough.

Science:

A stone was weighed in the air, then in water. The difference in weight was noticed and the volume of the stone was found by sinking it in a measuring tube full of water. They also began an experiment to determine the amount of water displaced by a floating body. They worked in four groups, first measuring a block of wood, cubical or oblong, so that the volume could be easily calculated, and then floating it in a pan full of water to the brim. The overflow caused by putting on the blocks of wood was caught in a larger pan in which the panfull of water sat, and was measured by pouring it into a graduated measuring tube. This experiment will of course involve the finding of volumes and the use of the metric system which this group has not yet had. The relation between weight and volume being so much simpler in the metric than in the ordinary systems of weights and measures, the children will be able to see its advantages at once.

Music:

A Thanksgiving song has been prepared with a minimum of suggestion from the teacher. Various members have offered ideas for words and music and these have been criticized and improved upon by others. The children have shown considerable concentration

Ar In overcoming obstacles. The song stands as finished:
"My mother has a great big turkey for the feast to-day,
With candy-cake and pumpkin pie to make the table gay; And
And father's bought some brand new games to play when dinner's
done
And then we'll let the baby join in our games and play and fun.

Art Work:

Same as Group V. The result in this group was the best they
have ever given me.

French:

Continuation of the development of time and things to be done
at certain times:

Manual training:

History:

The Sequel to Ab is progressing. Points of plot are vigorously discussed, such, for instance, as whether Old Mok, (who was our arrow-head polisher, but was old and lame,) for the sake of the story ought not die before we start out. This was agreed upon, and the event afforded an opportunity for a cave burial with the reasons for putting by the body some of the implements and utensils since found.

The gesture language was used by Ab in describing his fears that they must move and the reasons for it. These were suggested by the children. The aggregate of Hill, Cave and Shell people were sent on a five day~~ss~~ hunt to secure food for the trip. The scarcity of game led to command to use some self-denial in eating, a change from previous habit of gormandizing, and the beginning of sacrificing present enjoyment to avoid future discomfort. The mental effort necessary to arrange a systematic hunt and a migration was brought out. The total number in the company was decided to be 200, one hundred men and women,- the rest children. The class thought an average of two children to a family entirely too large, and cited cases they knew where there were only one, or no children. The teacher's statement that she was one of eight and a member of the class that he was one of five helped to convince them that this was a probable estimate. The estimate was made large in order to counteract the constant tendency of the children to consider this a camping-out party.

In their study hour the children were asked to write an account of our first day's trip, including the arrangement for the night. All worked hard and some good results were shown.

Each paper was read in class, criticized by class as to (1) probability, (2) completeness of description, and (3) spelling and sentence structure. Each paper, or part of a paper that is satisfactory is to be incorporated in the story, signed by the writer's name. The story is being type-written and will be used as the reading-book of the class. The plan of the story is to bring in the successive inventions, improvements and customs. The story of Ab was laid in England. We shall proceed south-ward and eastward to France, driven by the Ice age.

Miss Runyon.

Science:

A stone was weighed in the air, then in water. The difference in weight was noticed and the volume of the stone was found by sinking it in a measuring tube full of water.

Miss Will.

Science:-

One hour a week is spent in study of autumn habits of insects. The various methods of hibernating have been observed. The children found in the yard beetles that had buried themselves for the winter, and the eggs of insects which do not live through the winter. Caterpillars have been especially studied, and the children have watched the spinning of a cocoon of the Isabella Tiger moth. This is spun from the hair of the insect, and gave an opportunity to compare this cocoon with that of the silk worm and of those insects which wrap themselves in leaves for the winter. They have begun records of their work.

Miss Andrews.

Cooking:

Same as VI.

Sewing:

The children chose the color of braid desired to weave with felt for holders, cut it in 5 inch lengths and wove it with the strips of felt, having all the ends on the wrong side and giving a solid checked effect on the right. Miss Tough.

Art Work:

A design. The work shows great improvement in idea of decoration and in careful execution. Miss Cushman.

Music:

A Thanksgiving song with words and music entirely original has been prepared. In criticising the phrases offered by the various members, it was interesting to note how readily they abandoned any slang expressions, however amusing to them, as being unfitted for a musical setting. The song as it stands is:

"Hurrah for Thanksgiving and the foot-ball game!
Hurrah for Hirschy, who makes such a gain.
We'll shout and we'll cheer for Chicago winners,
And then go home for our Thanksgiving dinners."

Mrs. Kern.

French:

(The amount of French learned is best seen from one of the children's note-books, from which the following is copied):

Poesie.

- I. La chanson des heures: Tic tac, tic tac; il est sept heures: Il faut se lever s'habiller.
- II. Tic tac, tic tac; il est huit heures. Il faut ecrire, etudier.

III. Tic tac, tic tac; il est huit heures; it faut descendre et de'journer.

IV. Tic tac, midi vient de sonner; Il faut gouter et puis jouer.

V. Tic tac, tic tac; jusqu'a wu atre heures. It faut encore travailler.

VI. Tic tac, tic tac; il east neuf heures: Il faut puer se coucher.

Vocabulary:

La pomme, la poire, la peche, la banane, la prune. Le pain, le beurre, le gateau, le riz, le sel, le sucre, le the. Une orange, le raison, un ognion. une bete-rave, la chataigne, la farine, les feves, l'oeuf, le hais, le cafe, la carotte, le fromage, la tomate, la creme.

Sentences.

~~Je~~ J ai les mains sales; je me leve; je prends la cruche, je verse l'eau dans la cuvette. Je me savonne les mains; je me lave les mains; je mets le savon dans la boitee savon. Je prends l'essuie; je m'essuire les mains; je mets l'essuis main sur le larabo. -- Le oublie mon Francais pour laver les mains.

Les parties du corps.

La tete, le front, le nez, les yeux, la joue, la bouche, la langue, les dents, les oreilles, le manton, les cheveux, le cou, la dos, les bras, la poitrine, la mains, les ongles, les jambes, les genou, les cheville, les doigts, les ponce.

Je marche vers la commode; je prends le peigne et la brosse a cheveux. Je me brosse le cheveux.

Latin:

The week has been spent working up the story of Romulus and Remus.. I am going very slowly, adding only one or two new ideas daily. The aim was to present everything in the most vivid way. To do this much black-board drawing and acting out of the words was necessary. The reason for giving up the line of work begun last week, that is the giving them the idea of Roman life and customs was that the children were eager to begin some story or fable, and besides I found too large a proportion of story was necessary to keep their attention, and the result did not seem adequate.

Miss Schibsby.

Number work:

Continuation of work already reported.

Manual Training:

Continuation of work already reported.

History, (Roman)

The reigns of Tiberius, Claudius and Caligula have been passed over rapidly, one thing being brought out in each. Tiberius' constant fear of assassination; Caligula's apparent insanity shown by his riding on the sea to conquer Neptune, etc. Claudius as the choice of the soldiers, and ruled by his wife and secretary. In regard to all three the fact that the first few years were comparatively good was brought out, and then the intoxicating effect of power. The feeble attempt made by the Senate to establish a republic after death of Caligula and why it failed was discussed. The indifference of the citizens led to a discussion on individual responsibility in a Republic. The urging of newspapers that all should vote was a timely illustration for present application.

The beginning and principles of Christianity were mentioned and the loss of faith of Romans in their gods contrasted with the new religion.

Discussions formed a large part of the work.

I have found Duruy's History of Rome most valuable for myself.

Miss Runyon.

Latin:

With Division I the advanced part of the class, the work has been two fables. I have given them a great deal of dictation work in order to make them familiar with the sound of Latin and to make them notice unconsciously the difference in case forms and personal endings. The stories have been worked out in the

usual fashion; for instance, new words worked out by means of vivid images or English or French derivatives; then the story worked into English, then practice in writing the story in Latin.

With division II the same work is done with the exception that they have extra time for drill in the work which they need badly. To keep the work from growing monotonous, I have introduced various new features, among them that of having the children illustrate the stories. I found they enjoyed this, and it was valuable in fixing their ideas.

Miss Schibsby.

Cooking:

Same as VI.

sewing:

Continued work reported last week.

Art work:

Design.

Music:

An original Christmas song with words and music.

When Santa Claus comes, When Santa Claus comes,
We'll dance in a circle with glee.
O won't we have fun! O won't we have fun,
Around our brightly lit trees.

The children have asked to make a second verse to this as they consider the first, though good in accent and rhythm, to be rather too childish for their Group.

Mrs. Kern.

Science:

Zinc and lead examined as to their properties: hardness, flexibility, solubility in acids, etc. The principal localities of zinc and lead mines were given and the children made out for themselves their chief uses. Miss Hill.

History:

The same general outline has been used as with VIII, but more time given to discussion and reading. , and correction of papers. Two papers were written, but this group does not enjoy writing as much as VIII.

Miss Runyon.

Cooking:

Same as VI.

Sewing:

Continued previous work. Also sorted and arranged in cases the embroidery silks to be used by the classes. This was careful work which could not be done satisfactorily by the younger Groups.

Latin:

I have worked this week with the aim of giving them the feeling of a genitive. We have not yet discussed its relation to other words but they perceive its difference from the actor and the result of the action, the two cases already discussed. I have used for the work the story of Cornelia and her jewels and the fable about the ass and the lion's skin. The first one I made very easy, full of familiar words, and words found in English in the same form and meaning. This I gave to them more as sight work, and did not spend much time on it. The fable we have worked out thoroughly.

Miss Schibsby.

Science:

The Group completed the quantitative determination of Magnesium oxide and the reduction of copper oxide to metal on charcoal. The quicker members of the class also reduced ferrus oxide. They studied chalk, limestone and marble, where found, and a few of their uses. A little work was done in connection with the reduction by the blow pipe. The principle of the bunsen burner was studied, and in connection with this the use of magnesium oxide and similar oxides for light. We took up the Wellsback light, but did not complete the subject.

Each child was then given as a topic to look up some of the more common oxides, such as iron, magnesium and calcium oxides. Then they all combined upon calcium in the form of first an oxide, then a carbonate.

Miss Camp

Music:

The Group has attempted to get a given phrase (new) in their minds, and express it correctly on the board and in their books.

Mrs. Kern.

Art Work:

Design:

Number work:French:

Monday Morning Recitals for the School.

Instrumental music:

To a White Rose, by MacDowell.

A Love Song, by Ethelbert Nevin.

Japanese Dance by Ganne' #

Songs:

Fair Snow White, by Carl Reineke,

Hark, Hark, the Lark, by Schubert
Thou'rt like unto a flower, Rubinstein

Mr. Dreammaker-- Huntington Woodman.

Chorus Singing:

Groups I, II, III, IV, V are singing:

"When little birdie goes to sleep, Neidlinger.

See Saw, "

The Falling Leaves "

Old Jack Frost,

Eleanor Smith

Rick Tock

Neidlinger.

Groups VI, VII, VIII, IX are singing:

Old Jack Frost,

High in Air, by Reinecke,

The Wind, by Reg de Koven

The Swing " "

The Violet by Reinecke.