

History:

The methods of determining when to plant and when to reap as shown by Hesiod in his "Works and Days" were given the children. These directions refer everything to the constellations, to the different notes in birds' voices at certain seasons, or to the habits of insects.

The use of rhyme as an aid to memory was brought out and the fact that both Homer and Hesiod recited their stories in poetic form. A description of Homer and the way his tales came down to us was given. In connection with the farming operations we took up also the method of threshing grain and of grinding corn. The quern was described and drawn. The method of baking bread between hot stones, and of dividing it into eight squares.

Miss Runyon.

~~Cooking:~~

~~Same as last report.~~

Sewing:

Drew initial with pencil on work bag and worked them in Barbary cotton, either solid or in outline.

Miss Tough.

Cooking:-

Studied carrot, classified it as a root vegetable. Softened cubes of it by cooking in boiling water. Made white sauce and poured over this. Prepared cocoa.

Miss Tough.

Hand-work:

Began experiment in dyeing roffea with logwood. They found that logwood and water gave only a pale color to grass, but made a

Group IV.

to Nov. 23

permanent color. Several suggestions were made by the children to try next time.

Study of logwood, what it is and where it grows.

Miss Andrews.

Reading: Type-written sentences.

One summer a great plague came to the Aryan villages. The people offered sacrifices of their best horses, but still the disease spread. So at last some one suggested that they offer still more precious gifts; that was, that they agree to give all the children born the next spring. They were not to be sacrificed as the horses were, but were to be sent away when old enough. So when these children grew up they all went off together and wandered for a very long time. Each winter they built them houses and stayed in them until early spring. Then they went on until they came to a good place to plant crops, and here they stayed until the crops were ripe. Then they traveled again until the winter set in. This went on for a great many years. At last they came to a part of the country now called Greece, and here they decided to stay.

We had a story read to us about the Cyclopes. Some people think they were the first people to live in Greece. There is a big wall which the people still say was built by them. We learned about Homer, also, and how fond he was of telling stories.

Sewing and Cooking: Continuatone of work previously reported.

Hand-wrok:

Number work in c onnection with their experiment. Subtraction of weight of pot from weight of pot and earth together. The weights were in grams and decigrams. The children did their own work. They first did the work orally and then on the board thinking it out by tens.

Miss Andrews.

History: (United states)

The children are very anxious to do theirown reading,so they have been reading for several days history stories. Some of these are stories they have written themselves, others were selected from books.

Miss Bacon.

Art. Work:

Same work as last rported.

Manual Training:

Continuation of work already reported.

History:

Finished a short study of the New Hampshire up to the time of becoming a royal province. The children were specially interested in the settlement of the Mason claims. One child insisted that the king should have appointed three men from Massachusetts and three of the Mason heirs to meet together and settle the matter.

Miss Bacon.

Science:

Began their thermometers, measuring and cutting the tubing and making the bulbs.

Miss Andrews.

Science:

They weighed their blocks of wood and compared the weights with the weight of the overflow of water.

Miss Will.

Sewing:

Cut the felt for holder in lengthwise strips from one line of basting to the other, making strips 1-4 in. wide.

Miss Tough

Art Work, Cooking and Manual Training continuation of work previously reported.

History:

One period was spent in reading from type-written pages of the story. They are able to read four pages, or about 1200 words in half an hour. The next two sessions were sent in discussing events preparatory to their writing in the study period on Wednesday. The discussion involved the building of shelter in the new country and the improvement in tools that might be made in the process, i.e. the drilling of a hole for the handle of the axe, the stone saw which has been discovered in some caves of the period, and the use of clay for dishes. The accidental discovery of this was suggested by a variety of methods., by children who used it to play with, and by adults who noticed a clay bed which seemed to hold water.

Houses were suggested in the wigwam shape, with either skin covering, or branches, and the log house which more nearly resembled the shape of the cave. The method of supporting the roof was suggested as due to observation of a fallen tree, caught in the notch between branches. But the fact that this same principle was used in their spit, did not seem to occur to the children. Mud was suggested as servicable for closing up cracks. Several of the papers written were deemed worthy of incorporating in the story.

The books I find most helpful for myself are "La France Préhistorique" by Cartailhac (not translated so far as I know) and "Préhistoric Peoples" by Nadaillac. Both are in the Anthropological library in Walker Museum. I have also found articles in the bound volumes of the Popular Science Monthly helpful. These are in the General Library of the University.

Miss Runyon.

roup VII.

to Nov. 23

Sewing and Cooking:

Continuation of work of previous week.

Manual Training and Art Work:

Continuation of work previously reported.

Science:

Korrections and finishing of records.

Miss Andrews.

Science:

Found the volume of the blocks used in experiemnt with floating bodies. The work was mainly class work on the board by the building up of surfaces by rows of squares and of solids by rows of cubes. From this they arrived at multiplying in three dimensions to get the volume of a rectangular solid.

Miss Hill.

History (Roman):

The later part of Nero's reign was studied, from the time of the burning of Rome. The reasons for and against suspecting Nero of causing the fire were brought out, and the accusation of the Christians as a means of diverting suspicion.

The reconstruction of the city with wider streets, stone buildings, and especially Nero's "Golden House" were taken up in some detail, to bring out the fact of the drain on the finances. Then the later need of money and the means used to obtain it: (1) debasing coin, (2) siezing gold given to temples, (3) charging with treason wealthy citizens and confiscating their property.

As leading up to the cons-iracy against Nero, the contempt which he showed the Senate; the growing uneasiness of all, and the suspicion that Nero contemplated abolishing the Senate, were told. Then the effect of Nero's government on the army: removal of any general who seemed to be gaining favor with soldiers; suspended pay of the men, and finally the successful revolt under Vindex, and Galba, and Nero's flight and death.

Miss Runyon.

Number work:

Drill on reduction of fractions to a common denominator.

Miss Bacon.

Sewing and

Turned 1 1-2 in. hem on work bag and basted it.

Miss Tough.

Cooking and Manual Training:

Same work as previous report.

Science:

Continuation of work w th metals. The children brought mercury into contact with tin, lead and zinc and mlted a piece of lead. As they have examined the different metals the various alloys have been mentioned and the attention of the children called to the difference in the properties of a metal when some other metal is mixed with it. The children keep a record of the general properties of the various metals examined, as, for instance, the hardness, color, solubility in acids, etc. Also of the principle localities where they are found and their uses. In class the distribution of the metal is followed on the maps and the uses told by the children. The reasons for the latter are gotten at usually without much difficulty from the previous examination.

Miss Hill.

Number Work:

Drill in factoring and Least Common Multiple.

Sewing and Cooking:

Continued work of previous week.

Art and Manual Training:

Continued work of previous reports.

History (Roman)

Same outline as for VIII, but group IX covered it in less time, using the remainder of the time in reading from their text book.

Science:

The work in precipitated chalk was carried on, the amount of washing needed was determined by two samples, one of which still contained some calcium chloride clinging to the carbonate and was therefore moist and pasty, the other was perfectly dry. The duty of washing the precipitated chalk by decantation was assigned to one of the class.

Pieces of old mortar and plaster and of unslaked lime were given the children to find out as much as they could by examination about the way they were made. They found the hair in the plaster, the sand in the mortar. With this examination as a basis and their knowledge from observation that mortar was made of sand and lime and water, and plaster was made of lime and water,- they were told to make plaster and mortar, putting stones together with the mortar and leaving the plaster spread on a board. They were allowed to choose whether they would use the pure lime which

pure lime which, having been exposed to the air had been "air slaked", or fresh lime. All except one, using the slaked lime for the mortar, found their mortar a failure the next day. The plaster succeeded.

To find out what had happened in the hardening of the plaster and the mortar, in the next period they took a piece of new plaster, one 24 hours old, and a piece of fresh unslaked lime, and treated each of the three with dilute hydrochloric acid. They found an effervescence of gas with the old, less with the new, and very little or none where the lime was pure, no gas forming with the new lime. They found this gas to be the same as that that came from limestone and marble, and the fact that it was heavier than air, because it put out a taper. They were then told it was carbon dioxide, this information being necessary since some of them thought it might be nitrogen, from the fact of extinguishing the taper. They were they told to deduce from ~~this experiment three~~ these three experiments what had happened to the plaster in the hardening. One boy did it without any help or suggestion, saying that the plaster had taken carbon dioxide from the air. The others were helped by suggestions and questions to the same conclusion. Miss Camp.

Monday morning recitals:

Miss Castle played Handel's "Harmonious Blacksmith" and ~~skxyks~~ Grieg's "Butterfly" and sang some Japanese Songs.

Kindergarten:

to Dec. 2

A talk about maple syrup,- what the sap is and how procured; that when boiled it made maple syrup, and when boiled long enough maple sugar.

A good deal of time has been spent in finishing the play house. A kitchen, stove was made of tin, tin dipper and pans. A bed of wood, and a cradle of manilla paper. They made a bureau with drawers; have made a mantle and pictures of card board, a pedestal of a spool, and enameled it with white paint.

They are engaged in making a hard-wood floor with parquet squares. They have also made dust-pan, coal scuttle and bath tub for the baby, and some parlor chairs. These were made out of card board and red worsted.

They have been learning songs and illustrating them by cutting out blue paper and mounting it on white.

History:

In reading "Children of the Cold", which was taken up this week, the children noticed references to wood implements. As we had discussed the absence of trees, they asked how the Eskimos could get wood. We concluded it might be brought by whale fishermen and exchanged for skins, or be washed upon the southern shores of Greenland. The children could not see how it could be obtained from fishermen, as the Eskimos could not speak their language; so to find out whether by signs, etc. people speaking different languages could communicate, one child having a piece of wood and another a rabbit's skin, they undertook to play sailor and Eskimo and very soon found out that trade could be carried on between the peoples.

The children studied the globe again to find out the relation of land and water in the northern regions and the short distance, at that latitude, to the land on the other hemisphere and discussed probability that the Eskimos came from the east rather than the south. The children went out to hunt for good stones for the making of an igloo.

Their handwork consisted of drawing Arctic animals on board, and making of snow shoes with reeds and thongs of leather. The children in discussing the fat of seals, which furnished the blubber for the Eskimo, thought that a fat seal would sink in the water. We got a piece of suet and it floated on the water, to their surprise.

Miss Andrews.

Sewing:

Continuation of spool work.

Miss Tough.