

Group I.

to Dec. 2

Art work:

Made a picture in colored chalk of the Eskimo Igloo.

MissCushman.

Music:

Has practiced Reinicke's Barcarolle and a Christmas Song preparation for Chorus drill.

Cooking:

History:

Discussed the increase in number in their tribe, taking up the increase by generations. Brought out the idea of generation as the number of people about the same age doing the same things; also by naming the generations of people in their own families. This involved adding of numbers up to fifty-seven.

The conditions in which their tribes were living were reviewed, i.e. hunting tribe living on a plain in the woods near an open grassy slope, near a little stream; possessing boats, sun-baked pottery, smooth stone weapons, and the beginning of tribal organization under a chosen leader. A new condition was introduced in the statement that the climate began to change. In the changed climate the struggle during the winter grew too severe because the animals went south. So the migration proceeded in that direction. One period was spent in determining ~~for~~ directions south, east and west, by standing with the rising sun in front, calling that east; then the setting sun would be at their back, or west: the south would then be at the ^{right} ~~left~~ hand. It brought out the idea that these people named their directions from the sun, and perhaps from the stars that did not change.

Miss Camp.

Science:

Continuation cook books. The children brought up from the ~~cellar~~ cellar their pots of bulbs and noted their growth and the necessity of giving them light after the roots were formed. Some being grown in water, the nature of the root tips was studied and their adaptation for pushing through earth.

Miss Andrews.

Science: Hand work:

The group finished the weaving of willow boughs in their houses, and began to thatch the houses with straw. They were asked why they wanted to put anything beyond willow boughs on their houses, and easily saw that something more was needed to keep out the rain and to make the houses warm. For this purpose skin and bark were suggested, and, after a little, also reeds. Straw was therefore used in class as the nearest available material.

Miss Will.

Sewing:

Continuation of spool work.

Music:

Have worked on the same songs as I, and also on the rhythm of original phrases given by class members.

Mrs. Fern.

Art Work:

Illustrated the manner in which their primitive houses were built. They showed the men chopping down trees and placing the as frame work for the house. They also drew the huts grouped together under the trees. They were led to study the figures from the motor stand-point. Each child acted out what his people were supposed to be doing, and then attempted the expression in drawing.

Miss Cushman.

Group II.

to Dec. 2

History:

Worked on the same general topic of increase in numbers during many years. We began by finding out how many were in their tribe, each child representing a family. By comparing their tribe with tribes living near, the scheme being for a warrior to inspect this other tribe to report its numbers; getting the idea that he probably would name them so many hands of people. In this connection they went through and enjoyed very much rapid addition of fives and tens, and by twos. Some of the class could do the same thing by threes. As it was found too difficult for them to add altogether, it was left for some other occasion. The warriors in the other tribe were represented as numbering as many as one hundred and twenty† i.e. twelve hands. They objected to their counting as high as that by threes, as they said they would probably not know how. Then they suggested the hand method. We took up the doubling of large numbers, like sixty, by taking them in groups of tens and doubling, and last the easy or short way of saying it, as 120 instead of twelve tens. They all knew this.

They voted on going south, following this migration of the animals because of cold and floods. They drew a picture of the place they wanted to go to, always preferring woods, and by suggestion, a hilly country near higher hills or mountains.

Miss Camp.

Hand-work:

Same as II.

Miss Hill.

Sewing:

Same as last week.

Science:

The children made an excursion to neighboring lot to find out how perennial herbaceous plants protected themselves for winter.

Continuation of History book-covers.

Miss Andrews.

Music:

Tried to find short and simple phrases upon the key-board unassisted; has worked on rhythm, 2 and 3 pulse, and has sung same songs as I.

Mrs. Kern.

Reading:

The people could find no food near home, so they travelled until they came to a river. They could not cross. so they made a raft. They chopped down trees. They bound the logs together. They bound them with strips of leather. This made their raft. They put the things that belonged to them on the raft. Then they pushed the raft across the river with a long pole. They had to make several trips.

Miss La Victoire.

Cooking:

History:

Clothing of the early Greek peasant was described as given in Hesiod's "Works and Days": (1) Woolen gown reaching to the ground; (2) sandals of ox hide; (3) felt hat "that their ears might not get drenched"; (4) Cloak made of skins of young kids for winter.

Among customs, the forge as the place in the village where homeless wanderers might stay. The hard life of the slaves who had no shelter except in winter. The story of Cadmus from Baldwin's "Stories of Old Greece" was read as an example of the way the Greeks tried to account for the building of a city whose beginning was forgotten. This story was greatly enjoyed; only three seemed to have heard it before.

The topography of Greece was brought out by describing it as separating tribes and villages and rendering it possible for people to live near each other without communicating freely,- the cause for the difficulty found in later history in attempting a united Greece. The necessity for walls to protect a city from sudden attacks. The "whole man" shield was spoken of as possibly invented for the use of the men who stood by the gates or pass, as was the dagger for close attacks, in place of the spear.

For my facts I am using "The Mycenaean Age" by Chrestos Tsouventas and "Tiryns" by Schliemann,- a description of his excavations there. He gives the date of the city as perhaps 1400 B.C. Our plan is to take up the description of the palace of Tiryns, as one of the earliest in Europe. Miss Runyon.

Hand-work:

After a discussion of the mountainous country , what it looked like, findout out what children had seen mountains, and getting as many verbal pictures as possible, we proceeded to work out together a sand map of Greece. The only ideas to be brought out in this work were how broken up the country was by the many mountains, and the relation of the land to the Seas.camp.

Science:

Note: (This includes the work of the previous week).

They took the starch made from their potato and examined it, feeling and tasting it, and finding out that it was made of large glistening grains. They discussed the method of cooking it, and all wanted to cook it in hot water, which resulted in lumps. After it was cooked they examined its changed appearance, and tried by further heating without burning it to get it back as it was before. They discovered they could not do it. Then they pounded some in a mortar, as they thought they could squeeze some of the water out, and found that did not succeed. They examined the starch grains in the microscope and saw their shape, and also grains of corn starch, which are smaller and piled up in a mass. As a result of this experiment they discovered that cooked starch made a homogenous mass with water, which they called "paste" or "mucilage".

Miss Camp.

Cooking:

Reviewed potato as to classification, composition and method of preparation for eating. Discussed thickening properties of flour. Prepared potato soup and cocoa.

Miss Tough.

Sewing: Same as in previous week.

Music:

Had made a second verse to their Christmas song
"I had a doll and she was small;
My brother had a yacht;
The baby, too, had something new,
A little dog named Spot."

They have showed considerably patience, while some members of the group have worked individually to get the melody of this song correctly. They desire to sing it well when they ~~make~~ perform it at the chorus practice preceding Christmas.

Science:

Dyeing. Measured two litres of water and prepared to put in 1-8 lb. logwood which they had decided would be necessary from the experiment made with a small amount.

Art. Work

Have drawn pictures of the Lion gate and wall at Mycenae. They were intensely interested in this wall and drew a very good picture of it in its surrounding landscape. They indicated the characteristics of the cyclopean masonry and the lintel structure of the gate.

United States History:

Went on with the home of the dutch people and the occupations that they would be employed in on the farm; what the father would be doing, the mother and the children. Then we took up the life in the town, and contrasted the town house and the city house. We mentioned particularly the ovens. ^{two} One periods was devoted to reading and one to writing. Miss Bacon.

Science:

Made a sand map of the Hudson River and vicinity and of New Jersey and Delaware, including part of Maryland and Chesapeake Bay, and talked about the animals that were found in these regions in colonial times.

The seeds they planted are watered and watched every day for signs of germination. In mentioning the names of animals (~~xxxxxxxxxx~~) the names were written on the board and read by the other children.

Miss Andrews

Music:

We have tried to awaken a familiarity between keyboard and staff notation. The children have in turn attempted to write a simple phrase on the blackboard and then find it upon the keyboard. They have also practised the Christmas Song.

ArtWork:

Have illustrated Miles Standish. I wished them to draw from the object in mass and to learn something of perspective. I built a Puritan house of blocks. They found their horizontal lines and drew the house in the same relation to an imaginary horizon and ground. This exercise was given to the children as a perspective exercise.

preparation for making a picture of Priscilla's house as seen by John Alden when he when he went on his errand for Miles Standish.

Miss Cushman.

Sewing:

Finished work bags.

Cooking:

United States History:

Spent two periods writing out their reports of history; One period in correction of written work for the last month; Two periods in taking about why Masssachusetts should take the lead in the struggle for liberty; what the conditions were that made her do this. She began to assert herself in when the ~~general~~ union was formed of the four colonies. She had at that time about two-thirds of the inhabitants of New England, while each of the four colonies had an equal representative. She felt that it was unjust, and so tried to assert herself, and have her two representatives demand more than the others did. Then she was stronger and naturally her men were more arbitrary.

Miss Bacon.

Gewing:

Calculated length of tape required and cut 1-4 in. wide tape into lengths to weave with the strips previously cut in the felt.

Miss Tough.

Science:

Finished making bulbs on their glass tubes for thermometers.

Miss Andrews.

The result of their experiment with the blocks of wood were put on theboard and compared. The children concluded from these results that the weight of the overflow should be the same as that of the block of wood. From this they saw why iron ships can be built.

Miss Hill.

They also began to find specific gravity of a silver dollar and a counterfeit silver dollar.

Art Work:

Same as V

Music:

Has practiced the Christmas song to be used in Chorus Drill by the older groups: Robert Franz "Waldfahrt" with Christmas words. They have attempted to write the melody of their song in their books. They have not attempted to indicate the time.

Cooking:

Oats, corn and rice preparations have been studied in the same manner as wheat. The whole grains and preparations were compared with similar preparations of wheat as to the comparative amount of starch and quality of cellulose surrounding grain, determining from this the length of time required for cooking and the proportion of water needed. An experiment was made to show what part of the cereal thickened the water. The cellulose was separated from the starch by sifting, and boiling water added to both. The starch thickened the water. The water added to the cellulose remained clear. The cellulose absorbed water like a piece of wood, becoming very soft. So far it was found that cereals were made of two things; starch and woody fibre. An experiment was made with corn and rice to show the presence of water in grains. Corn and rice were popped and the following deductions made:

1. Heating corn causes water in corn to expand suddenly and kernel burst open.
 2. The water passes off as steam into the air.
 3. The popped corn weighs less on account of loss of water.
- The corn was weighed and measured before and after popping.

Miss Harmer.

History:

One period spent in reading additional type-written pages of story, this time almost wholly made up of children's contributions. One period spent in re-writing and adding to work of study hour, which had been poorly done. The rest of the week was spent in discussion. The points brought out were (1) Whether or not in building new homes all would work together, or each family build its own; (2) whether or not all would combine to build one large house, or several families unite in a large house; (3) whether or not Ab's leadership would be discontinued now that the journey was ended; (4) Whether or not game would be considered the individual property of the hunter. In all these the aim was to bring out the idea when combination would be most effective, and when division of labor. Community interest would necessitate that some hunt and some build at same time; women would share in the work with the men, but be assigned tasks. The lot as a means of settling disputes was brought out. Discussions take a good deal of time because of inability of children to put themselves very fully in the place of the primitive people, and because imagine the absence of the products of civilization so familiar to them.

Miss punyon.

Science:

Same as VI.

Miss Will.

Sewing:

Same as precious week.

Cooking: same as VI.

Science:

Summary of adaption of insects for winter. Miss Andrews.

Latin: (Including work of previous week).

Time has been spent on the story of Romulus and Remus. All the ideas and words used in the story were carefully explained and illustrated before the story was attempted. The work was done very slowly, and before going on with anything I made sure they all understood. Then the story as a whole was given them. Questions were asked them in Latin, to be answered in Latin, and by asking questions containing words they knew but in different relations I made sure they had clear impressions of the words. For instance, Estne urbs Chicago, would be answered, Non, est Roma; and ⁷precistine moenia? non Romulus fecit moenia, etc. By spelling matches, dictation exercises, etc the words were firmly fixed, and the ideas in the story by means of drawings to illustrate them. The group is now illustrating the story in the drawing class. Miss Schibsby.

Music:

Has had drill on names of staff lines and spaces. Also on giving syllables for aural melodies. They have attempted to put on the board the first phrase of their Franz Christmas Song.

Art.

First attempt at illustrative drawing. The subject was taken from the story of Romulus and Remus. The results were crude. Miss Cushman.

Manual Training.

Part of the class are at work upon cook-book covers. These are made of dark-colored card board 6 x 8 in, binding with strong, gray linen, reinforced by another piece of card-board of the same material as the cover itself. When the binding is dried four holes are punched to lace in the leaves of their cooking lessons. The reenforcing piece is ^{six}~~four~~ inches long and one wide.

Hand blotters. The shape is semi-elliptical and curved on the under surface so that it will roll. This brings in planing across the grain with the block plane to a curved line and testing with the tri-square and also with the eye. Measurements are necessary to find central points of the top and boring a hole to insert a knob for manipulating the blotter. The top is a simple design of chip carving. The knob is furnished.

Carved tray. This is intended for a dresser. It brings in for the first time the use of the gouge in scooping out, and gives an opportunity for decorating in chip carving the bottom of the tray, or burning in a design with a platinum point. The whole is worked out from the rough board, and when finished is eight inches long and 3 1-2 wide. Mr. Ball.

History: (Roman)

Two period this week have been spent in reading from Quo Vadis the description of the burning of Rome and the meeting of the Christians outside the gates. During the rest of the week the end of Nero's reign was described and a day spent in review of the main facts, summing up his life as a whole as a failure both as a man and as a ruler. The children were asked to foretell what sort of a man the next emperor would be, and the effects of Nero's reign on the people's ideas of government, and on law and order. They were told that seven emperors reigned during the next thirty years, and only three could be called "good" emperors, and they had very short reigns. This was in preparation for a study of Trajan, the first of the emperors from the provinces.

Miss Runyon.

Latin:

The story studied in Group IX was taken up by this class. Division I had no difficulty with it, but it was too hard for II. It was proposed that if the class wished the story might be given up, but they almost unanimously wished to go on, "because it would hurt tyem to give up a thing begun", or "it wa was good for them to work hard"etc. The story has been studied in the usual fashion, but much more stress placed on getting the story by ear rather than through the eye. Miss Schibsby.

Science:

This group began observations of iron. They examined pieces of wrought iron, cast iron, and steel, noticing the different degrees of polish taken by each (the pieces examined were

polished on one side) and the difference in the amount of rust. They looked at a cross section of a steel rail and watched the action of magnetised iron on iron filings. They also looked at photographs of sections of the different kinds of iron much magnified, which showed the difference in structure in the different specimens. The different processes of "hardening" and "tempering" were given and next week the children are to tell the different uses of the different kinds of iron and the reason why special kinds are used for special purposes.

Miss Hill.

Sewing:

Stitched seams of work-bags using stitching stitch 1-8 in long,
No. 4, colored cotton and No. 7 needle.

Cooking:

Same as VI.

Manual Training:

Same as VII

Music:

Have practiced their original Christmas song as well as that for chorus drill. They have made a second verse to the former:
O what is that noise,
O what is that noise,
Is Santa Claus bringing us toys?
In the morning we'll wake,
And our stockings we'll take,
And Merrily laugh and rejoice.

They are writing the melody of the song in their books, but find much difficulty in getting it correct.

Mrs. Kern.

Art Work:

Drew a vase in colored chalk.

Mrs. Cushman.

History:

On Monday we had a debate. The question was, "Resolved that Nero caused Rome to be set on fire". The affirmative and Negative sides had been appointed before Thanksgiving, and asked to think out their parts. As the children had never heard a debate, the form was explained to them. Unfortunately, sufficient consultation had not been had, and hence the first member of the affirmative side stated all there was to be said, leaving her colleague in the embarrassing position of having nothing to say. The negative side was better organized. The excitement of the debaters grew, and it was well nigh impossible to get them to save their arguments for the rebuttal. The form of debate, with a few irregularities, was carried out. Half of the class had acted as judges, and found difficulty in restraining themselves, as they wanted to prompt. But they filed out and after a few minutes discussion brought in a verdict in favor of the negative side.

The rest of the week was spent in a review of Nero's reign, in reading from their book and spelling some of the words. One period was spent in reading to them from Quo Vadis the description of the meeting of the Christians, in order to give them an impression of the growth of Christianity and how it appeared to Roman ideas. We brought out the decaying faith of the Romans in their gods, and the reasons; the new principles of Christianity, and contrasted them with the Roman to get at the reason why Christians would suffer death rather than give up their faith.

Miss Runyon.

Latin:

The work for the past two weeks has been grammar work, the form and use of the ablative case. The method was as follows. The children were given a story which contained examples of the form of the ablative in the different declensions, and of the simpler uses of the ablative. When the story was well in hand attention was called to the new forms, unlike any forms previously studied. The forms were classified in respect to declension by means of known forms of the same noun. The meaning of the new case was gotten at by studying the examples in the story. For instance it was concluded that the new case tells where? in silva, in humero; it tells how? clara voce; it tells why, onere et itinere. The story itself was worked over in the usual way except that much more attention was paid to having the children get hold of the Latin by ear and learn to be independent of the visual image.

Miss Shibsby.

Science:

They went on with the work of products made with limestone, chalk and marble in nature, and were given again experimentally the solution of chalk in city water, as that of course contains carbon dioxide. But although they found that it was slightly soluble in water, they did not carry out the experiment carefully enough to see that that which was dissolved was represented on boiling, so that that had to be repeated later. Instead of repeating immediately, having found the fact that it did dissolve in water, we went on to how this dissolved calcium

carbonate was taken from the water by polyps, corals, clams and water plants and animals. They examined the clam as a typical mollusk to find that its food must be taken from the water surrounding it, and the lime must come from that source, and be in that form, i.e. in solution. Miss Camp.

Sewing:

Planned designs for pen cushions and calculated positions for same on art-canvas square. Overhanded edges of a square of canvas with no. 40 cotton and no. 7 needle. Miss Tough.

Music:

Has been writing on the board short phrases with complicated rhythm. Has had drill in quick recognition of syllables of incidents of scale in constantly changing keys. Have practiced Christmas Song by Robert Franz.

Cooking:

Same as VI.

Manual Training:

Same as VII. One member of the class is at work on a combined wind mill and weather vane which is to be a model for younger groups. The wind mill consists of arms and is set on a pivot which enables it to revolve. Mr. Ball.

Art Work:

Same as VIII:

Dec. 9

At the Monday morning recitals were sung: Bed Time Song, Ethelbert Nevin; "Where did you come from Baby dear?-- Neidlinge "A Winter Lullaby-- du Koven; "In Winter I get up at night", E. Nevin.

The Kindergarten.

General subject Preparation for Christmas. On Monday each child made his own cocoa, and all made it without a mistake. On Tuesday we began the Christmas activities. The first talk was on the gay appearance of the stores,- the counters loaded down with Christmas goods. A play was made, representing a store, with blocks for counters; the children were clerks, cash boys, wrappers, and other mothers and fathers who purchased materials for Christmas. On the counters were the real things which were to be used for our Christmas entertainment. On Tuesday, also, blotters were made as Christmas presents for the mothers, and match-safes for the fathers. On Wednesday. They talked about the mail man going about with his bag filled, and played postman, and wrote letters to Santa Claus in which they told what they wanted. The presents intended for Groups II and III who are to be invited into the Christmas tree were made. This was a game of ring toss. They also made boxes of card board and ribbon for candy

The story for the week was the story of Santa Claus, which was sung and dramatized. A song about Jack Frost was also learned.

Miss La Victoire

History:

Home life of the Esquimos, the games of the children, the part of home work done by children, Esquimo children's candy, etc. The long sledge journeys made on hunting trips, the habits of the reindeer and how hunted. Kipling's story of Quikem was brought to school with a request to have it read, but as the language is rather old for these children, the story was told, reading only parts. The reading of "Little children of the Cold" was continued. As one of the children in the group, having been absent during the study of this subject, returned, one period was taken up by the children telling him all that they had learned during his absence.

Hand work:

The children made small igloos of the stones collected; as they were not very stable, they united and made one larger one, covering the larger aperture left at the top with a skin. Also continued the sowing of the plants and drew on the board from Esquimo subjects chosen by themselves.

Miss Andrews.

Cooking: (two weeks' report)

Cooking of cerealine flakes, a preparation of corn. Reviewed corn preparations with methods of cooking and directions.

Compared rice with grains previously studied with reference to amount of cellulose and starch in each. They found the rice grain was covered with a very thin layer of cellulose. The wheat, oats and corn had a dark, tough covering of cellulose which was not entirely removed in any of the finer preparations. They decided the rice would cook more easily and would probably be more digestible. From previous experiments they found that