

the starch thickened the water forming a jelly--n the cellulose simply the water like wood. They decided the rice grain being mostly made of starch would probably require more water in cooking.

Practical work: Rice steamed; cocoa.

Miss Warner.

Sewing:

Continuation of sppol work.

Music:

Song singing.

Art work:

Technical aim: increased observation. The children have been trying to draw the Esquimos and their dogs. The representation of animals has been very difficult. A cast of a dog was shown them. After handling it and noticing what the dog was doing, they drew it. The crudest results was nearly identical with a decoration on a piece of Indian pottery. The latter was a picture of an antelope. The body and head were parallelograms connected by a straight line. The legs were four straight lines. The parallelism between the children's expression and the art of primitive man is often noticeable.

Miss Chusman.

Manual Training:

Making in card board of card-winders, match scratchers.

History:

The time this week was divided between the calculation of the increase of the tribe through six generations and bringing out the idea of migration because not only had a movement of animals taken place, but because a large number of people could not be supported in a hunting life without a larger hunting territory. A division was proposed, and the tribe separated; one part to be left behind, and one to move as they had once before, fleeing from the forest fires in their boats down the steams of a great river to a new dwelling place. The other portion not liking to be left behind, decided also to migrate, to the same sort of a locality, on low hills near mountains. They placed their villages near the stream along which they had come. Two periods were spent on discovery of making cloth from wool taken from the mountain sheep and goats. Most of the children has already made thread from cotton fibre, and after two or three experiments succeeded in finding that they could only make a thread of a certain size because the little crinkles in the wool which held the thread after it was twisted, could only be made to fit into each other when comparatively few hairs were used. They wanted something to hold the end of their thread, and tried to tie on various things for weights. They were told that the people used bored stones. The change to the most primitive form of spindle was suggested to them by a picture of an Indian woman with a top-form of spindle. One period was spent in finding out what form the roof of the stone house would have to take in order to shed rain. This they illustrated on the board.

Miss Camp.

Hand-work:

thatched their houses by tying on bundles of straw with vegetable fibre. The children almost without exception suggested skins for covering, and then bark. As neither of these was obtainable for the class, it was agreed to use straw which has some slight resemblance to reeds, and as the house was to be situated near a river it seemed a possible substitute.

Miss Hill.

A half hour was spent in continuation of book covers.

Science:

Winter habits of plants and animals, especially trees, dandelion, frog and fish. This brought up the discussion of why the sap runs down, and what would happen if it did not; also whether ponds and lakes were frozen throughout their depth.

Planned to perform some experiments with freezing water and ice next week.

Miss Andrews.

Cooking, Sewing, Singing, and Manual Training same as previous reports.

Art work:

Nature study through the medium of self-expression. This group illustrated their history work. A forest fire caused the removal of a tribe to an island. They drew in colored chalk pictures of the people poling themselves across a stream on rafts. In the distance was the fire.

Miss Cushman.

History:

In taking up the discussion of the proposed migration we decided that as large a number as were now living in the tribe could not migrate together, and there must be a division made and some left behind. Here, also, were objections to being left behind, and the difficulty was gotten over by having a second portion also migrate to the same sort of a locality, i.e. the foot of a mountain range. Reports were brought in by hunters of marvellously good hunting grounds to the southwest. Here-upon the remaining portion of the tribe also decamped in that direction. The first part proceeded by boat down the stream on which they were living to the edge of a river, and up the river to the south. They chose the situation for their village on the top of the low wooded hill. The time spent was divided as follows: Three half hours spent in the calculation of the numbers and choice of the party; also the making this calculation by generations. Nearly all the children enjoyed this "number work" very much. Even a whole half hour of it did not seem to weary them. One half hour was spent in attempting to show by drawing the sort of spot that they would choose and the sort of house that they would build in the new place. They still cling to the hut idea, and thus reached the same point as group II, the building of more permanent homes.

Miss Camp.

Handwork:

Same as Group II

Cooking: Same as I; Sewing Same as last report.

Science: Same as II.

Miss Andrews.

Handwork:

Finished History book covers and put their papers in.
Miss Andrews.

Music:

have tried to find phrases on the piano, and to feel the connection between scale expression on staff, and played on piano.
Mrs. Kern.

Art work:

Drew a picture of one of the huts which they had been building.
Miss Cushman.

History:

The palace of Tiryns was deemed worthy of study, as probably the earliest in Europe. The change of a peasant life such as had been studied in the previous week was made by imagining a chief who had contended successfully against the neighboring tribes in Greece. He had captured gold, silver and slaves. At his death his son had taken his place as head of the village, i.e. king. The son is imagined to long for a way to use his wealth, and decides to build a fine house, viz. the Palace of Tiryns. As the name of the builder is unknown, we named him "Tiryns" pretending that the palace was named for him, as was also the village. As the palace walls were built of sun-baked clay, stone, mortar, etc, and show some traces of oriental suggestion, we pretended that Tiryns was aided in planning his palace by a man from the east who had been shipwrecked on the coast. The divisions of the palace, into men's apartments and women's was brought out by suggesting need for rooms for different occupations: Women: spinning, weaving, dying, embroidering, household duties, etc. Men: making weapons, working in gold, silver and bronze; clay; ornamentation.

The courtyard was described as a place for meeting of tribe for consultation, or a place for games., practice with weapons, etc. The cellar was place where grain and wines were stored, and perhaps shields and weapons. Advance in comfort was shown in use of easy chairs, cushions, etc. Great advance in decoration: (1) cement floor cut in designs, and lines made distinct with paint; copper or bronze panels used on walls. Walls plastered

and colored in design. Compass was suggested by children as a means of drawing perfect circles.

After a fair idea of the palace had been obtained, we retold the story, the teacher beginning and calling on some one to continue, the one called upon having the privilege when he had exhausted his knowledge or imagination, of calling on another member. The children's desire to do the talking was a great stimulus to memory. The completion of the palace was made the time for moving in, and this gave an opportunity for some number work. 20 men, 15 women and 10 boys brought jars of grain; 6 men with 2 shields each; 4 men with 5 spears each, etc. were stated and the children asked to find the total number in each case.

On Friday I read from Baldwin's Stories of old Greece "The Horse and the Olive" as a traditional description of the founding of another great city, Athens. "The Lycenaeon Age" was used for facts.

Miss Gunyon.

Hand-work:

The map of Greece begun in sand last week was finished. As the children were finishing their various mountain chains, the mountainous condition of the country being fully represented, without any suggestion about the difficulty of traveling in this country, one child said that if he were a giant he could not get around without always stepping over mountains, or going between them in passes. They then located the village of Tiryns.

One ~~half~~ period was spent in taking up the general subject for the year, the story of the world's great forces. They start-

ed with finding out approximately the means of an imaginary trip around the world, and how the world is divided into sea and land.

Miss Camp.

Science:

Continuation of the work of the cooking of starch and worked out the general statement that in this paste or mucilage the small starch grains were broken up and so mixed with the water that neither pounding nor rapid heating (because of the danger of burning) could separate the water again. They also discovered that the potato starch had no taste, and could not be distinguished from the corn starch. As they could not separate the woody fibre, as they called the cellulose, they were told it was the same as filter paper, which is pure cellulose, and as that has no taste, they decided that the taste must be where "that material is which turns the knife black", i.e. in the watery part, or juice. They then discussed several methods of cooking starch. All declared at first that it was necessary to add water to a potato to cook it, and then remembered baked potatoes, fried potatoes, and decided that the potato had enough water in it to cook the starch by itself and produce the same effect that they had by adding water to perfectly dry starch grains.

Miss Camp.

Science:-

Thoroughly wet their roffea (4 oz.) by putting it into their dye bath of 2 litres of hot water and 1-8 lb. log wood and left it until next week as there was not time for it to boil sufficiently long during their lesson. They finished their records of the preliminary steps and recorded what was done this week.

Miss Andrews.

Cooking:

Reviewed potato and discussed effect of dry heat on it. Baked potatoes, prepared white sauce and cocoa. Miss Tough

Music:

Have practiced with assiduity their group song. They are much interested to perfect their performance of it.

Mrs. Kern.

Sewing:

Continued work of initials on work-bags.

Miss Tough.

Art work:

Line of work same as II and III. Subject Threshing grain.

Miss Cushman.

US. History:

Have spent two recitations in reading their papers which had been type-written. Then they had one writing lesson in which they gave the teacher the sentences to write on the board; the sentences were then erased and written from memory. The other two periods were spent in discussing the necessity of having in New York a government aside from that which the patroons exercised on their estates. The children saw that while the patroon took charge of everything that went on within his bounds, yet there might be discussions arising between the patroons, and between patroon and the Dutch West India Company, or the patroons and the Indians which would need a higher authority; and so a governor was sent over and a general government formed.

Miss Bacon.

Cooking Report includes two weeks' work.)

Cooking the cerealine.

Vermicelli with brown sauce; steamed apples, cocoa.

The vermicelli was prepared in same manner as other Italian pastas. So this was really a review lesson.

Miss Warner.

Preparation of celery soup. They decided the celery probably contained no starch, as it could be eaten in the raw state. The celery was cooled for the soup to extract the juice for flavoring and soften the fibre. The water in which the celery was cooked was carefully measured so none of the extract should be lost. A thin white sauce was prepared and the celery and liquid added. It was then properly seasoned and served. The children gave directions for the cooking with reasons for the same.

Miss Warner.

Science:

Continued maps of middle colonies, studying the geography for the spelling of names and talking about the physical characteristics of the country.

The children watched their pots of germinating seeds, but as they were not at a stage to continue the experiment, parts of "The Song of Life" were read to them. Miss Andrews.

Sewing:

Those who had finished work bags began holders for use in the kitchen, using a square of felt, a line of basting was made on it one inch from the edge all around, having the distance previously calculated and indicated by pins. Miss Tough.

Music:

Have started to write an original song. They have decided on George Washington as a subject, and will prepare it for Washington's Birthday. The week has been spent in composing the words and music of one verse. Mrs. Kern.

Art work:

Aim same. Subject from Miles andish "Saw the new built houses and people at work in a meadow." Miss Cushman.