

Group VII

possible number of people counting it taken from Troyon quoted by Lubbock. That it was only an estimate.

The occupations of the lake dwellers, the clothing, etc., brought out by reasoning from the

The Lake-dwellings of Scotland and Ireland "Cra were compared with those of Switzerland (1) as to their of construction-- on artificial islands, (2) their later age judged by excavations and contemporaneous histories. One period was spent in writing. For facts on Switzerland Lake dwelling I has used "Prehistoric Times" by Lubbock, and for facts on Crannogs, "Ancient Scottish Lake dwellings" by Munro.
Miss Runyon

Latin:

With this group I finished the story of Cornelia and her jewels begun last quarter. We then began the story of Horatius Cocles. The new ideas have been given to them and the story as a whole. We are now working it over.

Porsena montem Janiculum cepit. Mons est trans Tiberem. Erat magnus terror in Roma. Dixerunt Romani "Porsena pontem transvenit et Romam oppugnabit", dixit tum Horatius Cocles, vir nobilis et bonus: "Ego pontem tenebo et Porsenam oppugnabo." Vos, O Romani! interea pontem rescindite! duo alii Romani dixerunt. "Nos cum Horatio ibimus, nos cum Horatio pontem tenebimus." Ita factum est. Romani pontem rescinderunt. Tum Horatius in flumen saltavit, et ripam navit Horatius. Romani Horatium laudabant et coronam et magnum agnum dederunt.

The new ideas were gotten from context, illustration, etc. Rex- by reference to kings of to-day or famous kings they knew of. Montem, by illustration on blackboard and reference to wall

known mountains. The idea of trans flumen by illustration on blackboard,- and so on through the story; every new idea being suggested to them in some way or other, or perhaps in many different ways without the use of the English equivalent.

The work this quarter is to be as follows: the more important and well-known Roman legends will be taken up and worked out thoroughly. Then the class will illustrate them with the drawing teacher. The stories are to be printed at the end of the quarter or the year. They are to be bound under Mr. Ball's direction.

Miss Schibsbury.

Science:

instance in slamming doors, carriages, beds, cars, by

general discussion of adaptation of plants for pollination.

In this connection the children discussed the essential parts of the flowers, learning their names and the effect of cross fertilization upon the seed.

Miss Andrews.

Science:

Talked about the various application of springs, as for instance in slamming doors, carriages, beds, cars, bicycles, seats, etc.

Miss Will.

Sewing:

Cut crash lining for holders one-fourth inch larger than the felt. Turned edges of crash and basted it to the felt.

Music. Ear training, voice production, song singing.

Miss Kern.

Art Work:

The children saw the wheel and begged to make a picture of it. Although another study had been planned they were permitted to draw the wheel. This week drawing boards and easels were substituted for the desks. The object was to procure free aim movements and to enable the children to see what they were doing.

Miss Gushman.

Manual training:

This group has begun making small easels for holding photographs. The work includes measurements in various directions, planing to an oblique line, cutting concave and convex semi-circles and the use of the bracket saw. The rest for the front of the easel is cut from solid wood, and includes what carpenters call a rabbit joint. The support for the back brings in cutting on oblique angles, gluing and nailing.

Mr. Ball.

French:

Je, la, les; un et une were more fully understood. J'ai as a contraction of Je ai, and the interrogative form, ai-je. tu as and as-tu. il a, a-t-il, with explanation of the t. The plural of avoir in the present tense both when used in direct statement and in the interrogative form. New words, le tigre, le cheval, le chien, le chat, le bas. The negation was taken up as used in sentences.

1. Je ne ai sais pas.
2. Tu n'as pas un chien.
3. Il n'a pas travaillé
4. Elle n'a pas un chat
5. Nous n'avon pas un tigre.
6. Nous n'aves pas un lion.
7. Ils n'ont pas un cheval.
8. Elles n'ont pas une maison.

Miss Ashleman.

History, (U.S.)

Beginning United States history from the American point of view. The were told that the French were settled in Canada and why Marquette, LaSalle and Joliet started on their expeditions; that they had heard of the of the Mississippi and thought that it might be the western passage through to India. The trip of Marquette was taken up, through Parkman's book, mainly. We also found extracts from Marquette's journal which were read. Two periods were spent in reading to see how difficult reading the children could do. In studying the trip of Marquette we discussed why the French did not move in a southerly direction, since they were such great explorers, and it was found that the earlier explorers had made enemies of the Iroquois, and they acted as a barrier. The French therefore went west. While we were discussing the idea that while explorers thought this might be the north-west passage, the children went back to Columbus and drew upon their general knowledge, and asked if he were the only one, and were told of Henry Hudson and Captain Smith and other efforts. Some one remarked that we were going to find the north-west passage across Nicaragua; so a half hour was spent in discussing the canal. One half hour each week will be spent in current events.

Miss Bacon.

Latin:

The story of Scaevola and Porsenna taken up. The story worked up in the usual manner. Beginning grammar work with this group. Instruction in distinction between action words and noun.

Miss Schibsky.

Sewing:

Finished basting aprons and began outlining initials. Miss Tough

Science:

Made out the movements of the air currents from the equator to poles and back again. They knew, of course, that hot air rises and therefore the air at the equator must rise; from this they easily saw that the colder air on either side must rush in causing a continuous current of air. The second half hour they spent in determining whether the temperature of melting ice changes until all is melted. Miss Mill.

Art Work:

Spent an hour in the studio. They require more thorough technical training than the younger groups and for that purpose have given them large sheet of charcoal paper and require them to follow the object more closely. Miss Cushman.

French:

1. Je n'ai pas les bon-bons.
2. N'a-t-il pas le pain?
3. N'a-t-elle pas le beurre?
4. Nous n'avons pas la maison.
5. Mais vous avez deux maisons.
6. Tu n'as pas de cafe' et elles n'ont pas de the'; mais

ils ont les deux choses.

Miss Ashleman.

History, U.S.

The same in general as with Group VIII. It was found that they could read Parkman understandingly. Miss Bacon.

Latin:

The story of Scaevola worked out, especial attention being paid to the function of each word in the sentence and its grammatical form.

Diu Porsena rex Etruscus Romani obsederat. Erat maxima inopia cibi in urbe. C. Mucius, vir nobilis et bonus, dixit, "Porsenam occidam et Romam liberabo". Tum in castra regis penetravit. Rex cum scriba sedebat et militibus stipendium dabat. Regem Mucius non cognovit et pro rege scribam occidit. Tum milites virum ceperunt. Lignum circumdederunt et ignem paraverunt. Sed Mucius non erat territus. Dixit, "Sum Romanus non mortem timeo." Tum suam dextram manum in ignem imposuit. Rex Porsena suum magnum animum laudavit et liberavit Mucium. Postea Mucius Scaevola cognomen habuit.

Miss Scribby.

Number work:

Attempted to find out the cubical contents of a sphere by referring it to a series of cones.

Science:

Spent their time in writing up the formation of calcium carbonate rocks; discussed the silicious deposition in infusorial earth. Children wrote out their ideas as to how this material could be changed into a dense form which they knew as flint, and some quartz, being told it was found with sand and lime stone.

Miss Camp.

Manual Training:

Making wands for Gymnasium. These are about three feet long and

are made of soft pine, made circular by continuous planing.
Testing is done with the eye. It is really form modeling.

Mr. Ball.

Art Work:

Same as VIII

Music:

Working on Group Song for Lincoln's birthday.

French:

Dates and present of avoir in all its possible forms.

Lundi le 9 janvier 1899.

Je regarde par la fenetre et ju vois le ceil, les maisons, les
arbes, la terre. Sur la terre je vois la belle neige blanche.
Je vois aussi une vache noir qui mange le foin, et un petit
oiseau brun qui vole sur l'arbree.

Jeudi le 12 janvier, 1899. Le Corbean et le Renard.
Maitre Corbean, sur un arbre perche' tenait en son bec un
fromage. Maitre renard pur l'odeur attrache'. Lui tint a
peu pres ce language: He'! bonjour monsieur du Corbeau. Que
vous etes jolie! que me semsemblez beau.

The difference between beau and belle, blanc and blanche
was made clear.

Miss Ashleman.

The general subject was the different ways of heating homes. The children made the stoves which they see most commonly in homes, using wooden cubes about 2x2 in. and small cubes for the legs of the stove, and a cylinder for the stove pipe. These were painted black.

Fire-places as another method of heating was thought of and made, using thread boxes for construction. The children decided that they would need coal, and modeled a coal bucket and shovel. They then attempted to find out where the coal could be obtained, and worked backward through the retail, wholesale dealer to the mines, and made a continuous play, part of the children acting as buyers, part as sellers. Part of the children were the horses bringing the coal to the coal yard, etc.

Miss La victoire.

History:

The mountainous nature of Japan was taken up, and the fact that most of these mountains were volcanoes. The children looked at pictures of volcanoes and studied some specimens of lava and talked about how vegetation could start upon a bed of lava, and how after many years a most luxuriant growth of forests had sprung up. They took up the study of rice from specimens of rice before it had been through the mill, and after, and before taken from the straw. They compared American and Japanese rice.

One morning was spent at the poultry show. This group was especially interested in the Japanese pheasants and the newly hatched chickens,- The incubators and artificial brooders. They were allowed to take the chickens in their hands and they noticed the sharp point on the bill which enabled them to peck their way out of the shell and that it was worn off from the bill of the older chickens.

Last week they showed for the first time an interest in words. They asked to have "rice" and "Japan" written on the board, and were able to recognize them the next day. Then sentences containing these words were written and the children picked out the words they knew. Later they asked to have "coats" written and "Japanese", and were able to recognize them in sentences.

Miss Andrews.

Sewing: Continued work of last week.

Singing: Songs.

Cooking:

Compared whole rice and flaked rice as to amount of water required and length of time to thoroughly cook. Flaked rice

cooked the previous week required equal measure cereal and water. The water was absorbed almost immediately and cereal cooked in a short time. The whole grain compared with it was denser, heavier, and required more water. The exact difference was not worked out by the children, and will be taken up next week by weighing each preparation.

Miss Harmer.

UNCLASSIFIED

Science:

This group went on with their study of how the metals were first heated and the fire for melting built on the side of a hill in order to utilize the wind. They understood from the Bunsen burner and from the fires they had built out of doors in the fall, the necessity of an air supply for procuring a hot fire so that most of this they were able to get for themselves in answering questions. They also went on as to the most probable way people first got the idea of hammering metals when hot and of making molds for casting. They poured melted lead in both sand and clay molds in class. They also went on to talk a little about the division of labor necessary in working with metals.

Miss Hill.

Miss Hill.

Began sewing of work bags, using garbary cotton in a stitching
stitch about 1-8 in. long. miss Tough.

wise Tough.

Are getting at the relationship between keyboard and staff by finding single notes on the piano and writing them on board.

Mrs. Kern.

Sewing:

Continued overhanding of hems on work bags. MissTough.

Music:

Same as last week.

Reading:

The people built a large fire. They put a stone dish on it. The dish was full of lead. The lead was melted by the heat. While the lead was melting the men made molds in the sand. They stuck a sharp stick in the sand. This made the mold. When the lead was melted they poured it into the mold. The lead hardened. This made arrow heads.

Hand-work and Science: Same as II.

History:

History:

The founding of Sidon as the first Phoenician town, and its name due to the fact that its people were fishermen. The next point taken up was the different occupations that would be developed in a fishing town when the fish were used as an article of trade, such as catching, drying, smoking, or other ways of preserving, and packing for market. Then the trader was discussed, what characteristics would be needed,- the kind of route used at this time, and method of journeying and carrying merchandise; the fact that it was necessary for traders to travel in companies; means of deciding on value of articles offered; establishing of central points for trade, or small markets to which people from a wide area could come;- use of boats, how made and their advantage in extending trade. One period was spent by having the children try to make up a story (using the facts learned,) of a boy whose father was a trader. Two volunteered and succeeded very well in an impromptu story. Then one was told by the teacher, in which the boy's life was described and his first trip with his father as far as Damascus. Books found useful in this work are "The Geography of Palestine" by George Adam Smith and notes of course on Antiquity given by Dr. Goodspeed. Mis Runyon

Reading:

King George: "Well here we are, and far enough away from our enemies, that is sure. They will hardly take the trouble to climb over these mountains."

Conant: That is true enough, king George, but how are we to live?

Where is the clay to build our houses, and where are the fields in which to plant our corn?

Hugh: Why not make houses of trees, there are plenty of them?

Janet: And there must be fish in this sea!

Isabel: I think it would be rather tiresome to live on fish all the time, I am sure I shall want bread once in a while.

Albert: There must be some people with whom we can trade. I am willing to go and see if I can find any.

Paul Hunter: I will go with you, if you would like to have me .

Paul McClintock: There is a people who live not very far over the mountains and they have no trees like these, but a great deal of wheat.

Susan: Oh I know those people. They live on the plain of Esdraelon. I am sure they would be very glad to trade with us. But how can you ever get the trees to them?

George: We will find a way. I think this is the very place for us to settle. Won't you women help us put up these tents?

Hugh: (Speaking to Albert and Paul Hunter, who have just returned from their search for people who will trade wheat for fish and timber.) Why how do-you-do, Albert and Paul, when did you get back, and what luck did you have?

Albert: Pretty good. We found people would will trade wheat for fish.

Paul. H. But we had a hard time deciding how many fish the wheat was worth. First we thought we would do it by weight. A pound of fish for a pound of wheat. But they said that we could get fish without any trouble, and it took months to raise wheat. Then we told them we could not fish much in the winter because of the storms on the sea. But they wanted the fish, so we soon made a bargain, and they are to take some every month.

George: Well we have put up houses in place of tents, while you were away.

Isabel: I hope you brought some wheat back with you. I want some bread so much.

Albert: Yes indeed, we brought all we could carry.

Janet: You must see what a fine net I have made for catching fish.

Winifred: Now that we have found people to trade with we can get everything we need, and this will really be a good place to live. Before we were always having to fight to keep what we had. But here, if necessary, we can pay a tribute in fish to keep armies away.

Paul Macclintock: I really like these mountains rising up almost out of the sea. We have such beautiful sunsets, too.

George: Yes, I am sure we are in a good place. We only need to extend our trade.

Cornelia: We can do that in a short time if we only get good boats.

Susan: Well I don't see why we can't have good boats, we have plenty of timber.

Cooking:

Further talk on rice, with examination of grain in different states. experiments made with crushed grain, and conclusion reached that starch was one of its constituents. Prepared boiled rice with dates. Miss Tough.

Sewing:

Drew initials on aprons and worked them in outline in colored cotton.

Music:

Same as last week.

History:

the second attempt at founding a colony on Roanoke island was given, and the letter which Captain Barlow wrote Raleigh describing the character of the country and life of the Indians was read and much enjoyed. The fact that the governor was compelled to go back for supplies was stated, and we imagined what would be needed. The fact that this colony contained women and children was mentioned as showing a tendency to true colonization. The fact that no one of the colony was found on the governor's return was mentioned, and the disappearance of all, including the governor's daughter and granddaughter speculated upon. The next step taken up was the settlement at Jamestown. The children were told briefly of the changes which took place in England,-- the end of the war with Spain, and the crowd of idle soldiers in London; the death of Elizabeth and the accession of James I, after whom the new colony was named, and the founding of the London Company. The children were told that the new colony was made up largely of gentlemen and soldiers. This led to a discussion of the kind of men desirable for a colony. It was only by a series of questions as to what would be needed in the new colony and how it could be provided that the children came to realize that men who knew how to work were the only ones who could succeed. References books used are Cooke's "Virginia", Lodge's "A Short History of the English Colonies in America", "The Era of Colonization" by A.B. Hart. Miss Gunyon.

Reading:

Two periods spent in reading Colonial stories, one in writing.

Geography:

Found out what tribes of Indians formerly lived in the localities represented by their maps and indicate the places. They discussed the large families to which these tribes belonged, the five great nations belonging to the Iroquois and the important tribes belonging to the Algonquins, Delawares and Powhatan's confederacy. The children hunted on the map as it is to-day to find places named for these Indians. Miss Andrews

Hand-work:

Began large portfolios for the drawing room. The whole sheets of pulp board were measured and the most economical way of cutting them was obtained. 19x20. Miss Andrews

Physiography:

Began the study of the maps of Virginia. Latitude and longitude were explained on the globe as the children needed to understand how they were determined in order to compare the localities of different places. Miss Will.

Music: The imitation of Phrases sung by the teacher is helping those unable to sing perfectly in tune. The exercise interests them as the phrases are graded in difficulty according to the ability of individuals. Mrs. Kern

Sewing: Finished outlining initials on towels. Miss Tough.

French:

Vous avez en y morceaux de papiers blancs sur la table, un crayon brun, un crayon noir, et un canif.

Sentences were given with these nouns and adjectives, using prends, ouvre and taille, ferme, donne, and using the masculine and feminine forms of the adjectives.

Apprendre a' coudre: le fil, les ciseaux, le do'. J'enfile l'aiguille; je coupe le fil avec les ciseaux. Mlle. Ashleman.

History(U. S.)

Between 1700(the period reached by the children in their study) and 1750 nothing important happened, and so to give an idea of the intervening time we took up Franklin's autobiography. Two half-hours have been spent in writing, and one half hour in reading extracts from the life of Franklin selected for them. In connection with Franklin a good deal of geography of Pennsylvania and New York has been studied. Miss Bacon.

Science:

The children who had not finished their thermometers forced the air out of the tubes and sealed them. The other children wrote their records and determined the melting point. Miss Andre

Cooking:

Repeated potato experiment and prepared mashed potato and cocoa.

Miss Warner.

Sewing: Finished covering paste-board for pin flats and overhanded two of them closely together. Miss Tough.

Music: Have begun to give syllables to short phrases sung by the teacher.

Science Work: Continued accounts.

Miss Will.

French:

L'oiseau a la fenetre.

"Pic, pic, qui frappe aux carreaux? Ouvrez vite.

Pur charite, Je n'ai feu ni gite. La neige tombe, le vent souffle fort.

Mlle. Ashleman.

Histroy:

Finished the discussion of the Lake-dwellings in Scotland and Ireland, and the children attempted a story using the facts they had learned. The method of building on piles used now by natives of ~~Sumatra~~ Borneo, and other islands in the East Indies was taken up, especially the people of Borneo, as they show phases of primitive life, and as now living were considered a good way of making the reality of their previous study clearer. One study period and one class period were spent in writing, special attention being paid to penmanship, which has become very careless and untidy. Miss Runyon. "The Head Hunters of Borneo" by Carl Bock used.

Latin:

The work this past week has still been on Horatius. I have been going over the various new ideas presented in the story again and again, trying to vary the point of view as much as possible to prevent monotony. Miss Schibsky.

Science:

Continuation of adaptation of plants for cross fertilization. Last week they took up the position of the stamens in relation to the pistil and how this would insure cross fertilization. This week they discussed some mechanical devices whereby the pollen is shot out onto an insect which enters the blossom, especially the method of the barberry and laurel. The study was taken up from drawings and diagrams. Readings from Gibson's "Eye Spy". Miss Andrews.

Science: Continued work on clock. They made out the number of revolutions the last wheel in the train makes to one revolution of the first wheel. Miss Will.

Sewing:

Over-handed crash lining to holder with black cotton, inserted braid loop at corner to hang it by. Miss Tough.

Music:

Have written their group song on board and copied same into books. Mrs. Kern.

Cooking:

Same as VI.

French:

Cher petit orieller doux et chaud sous ma tete,
Plein de plumes choisies et blanc et fait pour moi.

Quand on a peur du vent, des loups de la tempete,
Cher petit orieller que je dors vien surtoi.

un soir, une petite fille, parlait, on se couchant.

phrases using the present tense of avoir in first, second and third person of both singular and plural.

Mlle. Ashleman.

History (U.S.)

One half hour spent on current events, took up a discussion of the Philippines in regard to climate and soil. One hour was spent in writing the history of Marquette, and two hours were spent in reading extracts from Parkman's La Salle and the Miss. Valley. One period was spent on the geography of the country, following LaSalle and Marquette's route through the lakes and getting an idea of the distance they traveled.

Marquette took the country drained by the Mississippi in the name of the king, and the river and its tributaries were looked up.

Miss Bacon.

Latin:-

The story of Scævola finished and grammar work continued. The idea of a noun, verb and modifier was worked out, the children doing as much as possible themselves in deducing the ideas.

Miss Schibsky.

Sewing:

Drew and outlined initials on aprons.

Tough.

Science:

By revolving the globe and being told that the rate of the movement of the air did not change as rapidly as that of the earth as it came from the equator to the poles, the children made out how the trade winds would be twisted and the direction they would consequently take. I read to them Chamberlân's article "The Formation of the earth" in which both the nebular and the accretion theories are given.

Miss Hill.

Music: Have finished writing their Group song in their books.

Mrs. Kern.

Cooking:

Preparation of white sauce: Materials used, flour, butter, liquid.

The flour was examined, and its connection made with whole wheat, threshed wheat, whole wheat flour, bread and pastry flour, the comparison bringing out the composition and nutritive value. We studied natural cellulose and starch grain and the change of each in cooking. It was decided to use pastry flour for sauce, as containing less cellulose it makes a smoother sauce and containing more starch it has greater thickening properties. The butter and milk required no cooking to be digested, and the method of mixing the sauce was next discussed. It was decided to burst the starch grains in the hot melted butter to avoid boiling the milk. The milk was then added slowly while stirring to get a smooth sauce.

Miss Warner.

French:

La petite fille et son oreiller.

Il y avait une fois une petite fille qui allait se coucher. Elle avait un petit oreiller qui était plein de plumes choisies. La petite fille avait peur du vent des loups et de la tempête. Elle mettait la tête sur le petit oreiller et dormait.

(Original Composition).