

History (U.S.) Practically same as VIII.

Number work:

The cubical contents of a sphere were desired in relation to work in science. <sup>was held up and the children</sup> I held up a sphere and asked if any one knew how to get the contents. All said no. Then I asked them if they could cut it up into something that they could find the contents of,-- in pieces which would be alike,-- and two thought of pyramids. The bases <sup>of which</sup> would be in the surface and the apexes at the center of the sphere. <sup>They then set to work to find the</sup> Then we needed to find the <sup>face of the</sup> contents of a pyramid. To do this the children cut out paper pyramids with a base an inch square and an altitude 2 inches. Then they filled the paper pyramids with sand and emptied them into prisms <sup>with base and altitude the same as the pyramids</sup> which they had made ~~xxxxxx~~ and found the sand filled just one third of the prism. From that they deduced their rule that to find the contents of a pyramid multiply the base by one-third the altitude. They then tried to conceive of the earth as made up of pyramids whose bases were a mile square and whose altitudes were one-third of the radius, and from that they got the solidity of a sphere.

Miss Bacon.

Latin:

The story of Scævola finished. Two short stories translated at sight. Practice in declining nouns. The distinction between the time of different tenses taken up. Miss Schibsbey.

Cooking: Same as VIII.

Sewing: Continued working of design on canvas for pin cushions.

French:

Pour faire une boîte.

Je veux faire une boîte. Je me lève, je marche vers le banc.

Je prends la planche, je mets le genou sur la planche, je prends

la scie et la scie

la scie, et je scie la planche en cinq morceaux. Je prends le clou et le marteau et je enfonce le clou dans le bois.

The fable of Maitre Corbeau was given the children, and work in history was put into French for them to read.

One of the compositions written at home is as follows:

Maitre Corbeau a un clou dans son bec. Maitre Renard est sur un banc. La boite est faite. Je scie la planche. Je ne scie pas le marteau. Je n'enfonce pas le clou dans la pomme. Je mange six morceaux d'orange. Je prends cinq clous que j'enfonce dans la boite. Je marche vers le banc et je prends la scie, je scie la planche en deux morceaux.

Music:

Are perfecting their group song, naming the syllables of the melody writing it on the board and copying it into their books. The words of the song are as follows:

'Twas in a small log cabin  
One February day,  
A little Lincoln baby  
In a small rude cradle lay.  
When at the age of twelve  
By night he studied law,  
And when the morning dawned anew  
Again took up his saw.

He rose to be a statesman  
Of very great renown.  
His wisdom saved the union  
And slavery he put down.  
'Twas in the spring of sixty-five  
That messengers rode fast  
To bring the news of Lincoln's death  
The greatest of the Past.

## Sub-primary.

We took up the lighting of the home. The children made lanterns that might be used by train men. They cut them, free hand, out of colored paper. They chose their own combinations of color, and every child made a good combination. They made candles from melted paraffin which we poured in molds. Then candle-sticks were made. A good many games were worked up, such as pretending the children were fairies, as they went about with the lighted candles. One birth-day was celebrated, with a cake and candles. One of the games has consisted of blocks of animals. The children fitted together the blocks to make the animals.

Miss La victoire.

**History:**

Finished making flails and threshed out some oats as there were not enough rice heads to use. Continuation of study of rice cultivation in Japan: reaping, threshing and the process of removing outer coat. They illustrated growing rice on the board. We took up also the growing of tea and bamboo in Japan. An excursion was made to the Field Museum to see Japanese exhibits. We began a Japanese house to be made of bamboo. The children cut the bamboo sticks for the framework, measuring them with the ruler. Rice has been planted in a jar of earth covered with water.

Miss Andrews.

**Sewing:** Began stitching work bags, using crewel needles and Barbary cotton in stitches about 1-8 in. long.

**Art Work:** Modeled heads of animals in clay.

**Cooking:** Whole and flaked rice were compared. One-quarter of a cup of whole rice was placed on the scales and balanced with the flaked rice, - which required one cup-ful. The children, knowing the flaked rice absorbed an equal quantity of water, decided the proportion of the water necessary for the whole rice. Each child cooked a different amount of rice.

**Music:** Song singing.



**History:**

Work has been carried on in connection with the discovery of metals, in construction of smelting places, in order to work out the relation of fire to air, and the different amounts of heat needed by different metals. Parallel with this has been carried on discussions and stories of the uses made of this new material, with the beginning of barter. This beginning of trade was suggested by going back to their early story of the barter of a boat for a bow and arrow in their story of Ab. They have located on a map drawn for them several villages lying along a mountain stream and river, working out the reasons for the choice of location again with reference to their desire to use ore, or <sup>wheat</sup> ~~water~~; or, as in most cases, they decided they wanted both,- the combination of a level fertile valley <sup>near</sup> its beginning in the foot-hills. Incidentally in this map drawing, they found the way of showing on a map the cardinal points.

In number work they have taken up from time to time the telling of time. Miss Camp.

Hand-work: Copper separated from its ore by means of the blow pipe. This was done before the children to show them how it really could be obtained directly. Finished clay molds for casting lead arrowheads. Miss Hill.

Sewing: Same as last week.

**Music:**

Completed their group song and studied its rhythm.

**Pioneer Life:**

The children felt of each others' clothes and found that they were made from different materials: wool, cotton, and silk. We talked about the different kinds of cloth, and I showed them the different fibres of cotton in the bolls and flax flowers. The children thought first that the flax was in the little seeds, but upon opening them found nothing there. Then we stripped up a stalk and found the fibres, and I showed them heckled flax from which the woody fibre had been removed. Then some raw wool was shown them, and they compared the different fibres and found that the fibres of wool could be made to cling together. Then they got the fibres parallel and wound the carded wool on a distaff, and then spun it on a spindle,-- a simple stick with a disk which enabled it to spin like a top.

Miss Warner.

Art work: Modeled heads of animals in clay, and then went back to illustrated work, drawing houses that their tribes had made from stones, the construction involving a sloping roof of wood or thatch. While they had been molding the clay they seemed to have lost some of their freedom of movement in charcoal.

Miss Cushman.

Cooking: Same as II

**History:**

About the same work as Group II with the omission of the map drawing and the substitution of more work on smelting places, molds and the discussion of finding of ores and method of smelting. They have also begun to propose ways of measuring wheat, in their discussion of barter, in order to obtain bronze axes and arrow heads,- weapons still holding the principal value in their minds.

Miss Camp.

**Cooking:**

Flaked corn and corn meal compared. The children balanced on the scales 5 : 1. They found out that the flaked corn absorbs an equal quantity of water; that it is thin, like paper, and hence absorbs water easily; that it cooks in very short time. They found out that the Corn meal, being in large grains, takes a longer time to absorb water. (2) That it is five times as heavy, and absorbs five times as much water. (3) That since it is a coarser preparation, it takes a longer time to soften woody fibre and cook the starch.

Hand work: Same as II.

Music: Have started a Group song for Easter. They have written the first verse and part of the second. This is the first Group which has worked at the words for a song distinct from the music.

Mrs. Kern.

Reading Lesson: We have been talking about ore. We have told how men first found the ore. They used it for many things. They made arrow heads of lead ore. We made some arrow heads, too. First we made molds of clay and dried them. Then we melted some lead. When the lead was melted Miss Hill poured it into the molds. The lead hardened. We had to break the molds to get the arrow heads.

**History:**

The points taken up this week were the development of the alphabet from picture and ideographic writing. I showed the children some specimens of the Indian method of communicating ideas, and some drawings of the early Aztec ideographic writing where the significance is plain, and where they could see the change that had come about from the whole to part of the picture. I then showed them pictures of cuneiform writing, of the old and of the later. Then we made up a story of a boy whose father was a trader and who had been with his father on trips and saw the difficulty and ambiguity that arose from using the cumbersome writing and resolved to find an easier way. He discovered the use of single letters to represent sounds, and the method of combining them. That the Phoenicians would be likely to find this method was brought out from the necessity of the case. They were the one people who needed most to keep accounts and records of trading business. The children attempted to think up signs they could use for different articles of trade, and soon found that they got mixed up, and could not remember which picture stood for grain and which for gold. In order to show the great advantage of words over cumbersome pictures, I asked them to give me a sentence which I wrote in longhand on the board, and then in shorthand and told them it meant the same thing, and that if all people used short-hand they could write that much quicker now than the people who used the alphabet could than those who thought out pictures and signs. The journey of the boy to Damascus was described, the city, and method of traveling.

Miss Runyon.

## Reading:

Hugh: Have you heard the news, George? Shalman, a father is going to take him on his next voyage.

George: Why, no, I didn't know that.

Albert: I wish I could go. But I am only ten summers old, and Shalman is fourteen.

Paul Hunter: Yes, my father has told me all along that he would take me when I was fourteen, and I have been watching the moons all this year to find out the twelfth moon, when I would be just fourteen.

Albert: But have you heard what Hiram's father is going to do?

Janet: No, what is he going to do? Take Hiram with him?

Isabel: Yes, he is going to take Hiram, but he is going to build a city for himself and take all his workmen with him.

Winifred: Is it Hiram's father who knows how to make such beautiful things in metals?

Susan: Yes, it is my father. He has traded for a long time along the coast toward the south, - not on the road to Damascus where Shalman is going. And now father thinks he will build a new city where it will be easier for him to trade.

Paul MacClintock: I wish I could go to Damascus. They make the best swords there of any place in the country.

Cornelia: O Shalman, won't you promise to remember everything and tell us when you come back?

Paul Hunter: I will do my best.

Albrt: Shalman got home last night just before dark. Let us go and ask him about his trip.

All: O yes, let us go. We did not know he was back.

(Just as they start off they see Shalman coming toward them, and they all rush up to welcome him.)

Hugh: We are glad to see you Shalman. Come and tell us about your trip.

Paul Hunter: I will be glad to do so if you will wait a minute until Hiram comes. He said he would meet me here and he wants to hear about it too.

Hugh: Where is he? I will go and hurry him up.

Janet: Is not that he way over by that cedar tree?

Isabel: It looks like him, yes, I am sure it is.

George: What a long time it is since you went away Shalman.

Janet: Well, here is Hiram at last. We are waiting for you Hiram.

Paul Hunter: I am sorry I kept you waiting.

Susan: Well, I don't know where to begin. I have had the finest time. We went along the coast until we came to Beyrut, - a queer little town about twenty miles from here where some other traders joined us, because father said it is not safe for a few traders to go alone. All the traders had donkeys loaded with the things they wanted to sell just as we had. We had to cross two mountains with a valley between. In the valley we encamped for the night and father told me about the stars, and how he could tell where he was by watching them. From the top of the second mountain we could see Damascus. It is in the plain far below the mountain. We reached the city just before sunset and went to an inn. Everything was so new to me that I could hardly sleep. The next morning we went to market. Here the people



bring the things they want to trade. It takes a long time to find the man who wants to exchange what you have for what he wants to sell. Then I watched father making bargains with the people for what he should bring next time. He had to make pictures of the things and marks to remind him what he was to bring. It seems to me there must be some easier way of writing, and I mean to try and find out how it can be done.

Hiram: I have thought of that too, Shalman. I have watched my father making up his accounts, and sometimes he forgets what some of the marks he made were for, and things get all mixed up. Suppose we try to find out together.

Susan: All right, for I mean to be a trader, and I want to be the very best trader in the country.

Science: The children have been working on the year and the changes of seasons, in connection with the different lengths of day and night, and the angle of the sun's rays. In connection with this they have examined pictures of the polar regions, the temperate zones and of the characteristic foliage and animals in the torrid zone. They then took up the moon as a time measurer, and worked out partly from observation, with help, the different phases of the moon. Then, by placing the sun, moon, and earth, they got some idea of the times of rising and setting of the moon in its different phases. This work on the days of the year involved adding up and multiplying of twelve thirties, borrowing some days from the long months to make February a thirty, and then counting the ones left over to get 365. In working out the lunar month of twenty-eight days, they added by sevens in several ways, as by sevens alone, then two sevens and doubling them.

Miss Camp.

**Pioneer Life:** Each child has been made responsible for some one thing in connection with articles of colonial life. He may ask help of the others, but must himself see that the thing is accomplished. One of the children is to make a four-post bed in the shop, another a mattress, another curtains for the bed, and others coverlet, sheets, pillows, etc. Each child is to calculate the amount of material needed. The sheets and pillow cases are to be made from old linen, and will bring in some fine sewing. The coverlet is to be made from wool, which the children will card, spin, color and weave.

Miss Harmer.

**Music:**

Continued work of associating keyboard notes with lines and spaces on the staff.

**Cooking:**

Studied rice grains in the raw state, both whole and crushed., and the partially and thoroughly cooked grains. They compared the appearance and taste before and after cooking. Wrote sentences and read them about rice. Had some practice in the use of scales to weigh water and rice.

Miss Tough.

**Sewing:** Finished work on aprons.

**Art:** I thought the children needed to work more from the object to correlate with other work, so I took a cast of a horse, and told them a story of the wild horses of Greece, and how the stories of the centaurs originated. This interested them and they suggested that this horse might be a wild horse, and drew in giving a good deal of the expression of the animal. With this group I found that by getting them to make the motion with their hand of a line they were trying to draw they were able to observe it better and draw it more accurately.

Miss Cushman.



## History:

The settlement at Jamestown was taken up and the instructions which were given to the colonists by the London Company. The original instructions were read, i.e. such parts as the children could understand, - and discussed. We also took up points of the charter, but the government did not seem to interest the children. They seemed only vaguely to understand the need of it. So far as I could tell they did not realize any inconvenience the colonists would suffer from having the chief head of government in England. The rest of the time was spent on the life of John Smith. His early life was told and read by the children from Eggleston's "First Book in American History". One period was spent in writing sentences which they composed, one in reading writing on the board and then copying it.

Miss Runyon.

## Pioneer Life:

Two lessons were given to the study of the nature of raw cotton from specimens of cotton on stalks in bolls, in bale, and the unginned cotton. Pictures were shown them on a plantation, of gathering cotton, of baling it, and the climate in which it could grow was discussed. The children ginned cotton and weighed the amount they were able to gin in twenty minutes. It was less than an <sup>ounce</sup> ~~ounce~~, all working together, so they found that the tediousness of the process would prevent it from being used extensively for clothing, or that it would be expensive. They found the fibre short and difficult to spin. They were told that the colonists also found it difficult to make cotton cloth with their crude implements. The country was in an unsettled state and little cultivation was done. Raw cotton was expensive and bought by the pound. The plant was

simply a garden decoration. Later it was used for wadding for quilts. One of the children made a small quilt to show the old-fashioned way of quilting.

In the third lesson raw wool was compared with the cotton, first as to the measurement of the wool fibre, 10" long, cotton 1' long. They found it easy to separate the fibres, to card and spin, and believed the wool must have been preferred in those early days.

In Lesson IV the half hour was spent in planning a colonial bed with mattress, pillows and linen. Miss Harmer.

Hand-work: geography. Continued map of Virginia, finding out its proper proportions. Miss Hill.

#### Cooking:

Flaked wheat. Took up the method of preparation in the factory, and method of cooking, and compared with cracked wheat as to weight amount of water absorbed, texture, time required to cook. Miss Harmer.

#### Science:

Took one of their bean seedlings which had grown to be about six inches high and weighed it with the earth it was in, after having dried the water out. They found an excess of 8 grams more than the weight of the earth and the seed. We discussed where this additional weight came from and concluded that it must have come from the air, although some thought a small part was due to salts dissolved in the water which would remain after drying. Miss Andrews

## History:

We took the life of Franklin up to the time of the French and Indian war and then began with the life of Washington by Henry Cabot Lodge, the children reading such parts as ~~were~~ are within their comprehension, and other parts being told them. One period was spent in writing. Every day five to ten minutes are spent in a geography lesson in connection with their history, and ~~twice~~ <sup>once</sup> a week, ~~five~~ <sup>30</sup> minutes are devoted to spelling words connected with their history or words that they will want to use in writing their papers at the end of the week. Miss Bacon.

Pioneer Life: Articles to be made for an Indian Squaw: (1) A skirt of raw wool, twisted and braided; (2) a blanket for head and shoulders to be woven on Indian loom, with yarn spun and dyed by the children. (3) Moccasins made and beaded. Also a belt of ~~wampum~~ condolence, made of leather and black beads with suitable design. The general topic ~~wx~~ used with this and Groups VIII and IX, is the relation of the Indian and white men in trading furs, wampum and Indian corn. Under Wampum we have taken up the use-- took the place of writing in settling disputes, for currency, and ceremonies. The materials used were beads from shells, string from hemp and meat tendons, deer skin for belts. Dolls will be dressed by this group, dolls to be made from pattern and stuffed. Miss Farmer.

## Cooking:

Potato soup with celery and onion. White sauce made from flour, butter and milk. Kinds of flour were discussed and reasons for using pastry flour given. Method of mixing and cooking discussed. The boiled potato was a review, and the

celery and onion added to milk to extract flavor. The recipe was made in the class and the method of mixing worked out.

Miss Harmer.

Science: Began preparations for making a barometer. We selected a long tube of suitable size and sealed it. A tube 31 inches was chosen, although the children thought a shorter one would do; but as they did not know how long a one would be needed, long one was prepared to be cut off if necessary after the experiments were made. We discussed why mercury was the liquid chosen for barometer, and came to the conclusion that it was a mere matter of convenience as a lighter liquid would require a proportionately longer tube to measure the pressure of the atmosphere.

Miss Andrews.

Sewing: Finished overhanding of pin flats.

Miss Tough.

Art Work: Same as group V.

Music: Have worked on scale incidents, on names of keyboard notes, and especially on retention of new phrases sung by the teacher and repeated by individuals.

Mrs. Kern.

Manual Training: Continuation of work reported.

REMARKS:

Number work: Have continued the keeping of the school accounts,

French:

**History:** Two periods have been spent in writing, one in writing a description, one in writing a story of phases of life among the Dyaks in Borneo. The homes of the people, their method of farming, what they raise for exporting, their dress, tools and weapons were described and colored pictures illustrating these points shown. The children expressed a good deal of surprise that people in such a state of civilization could exist to-day, and wondered why the nations did not combine to send people to teach and civilize them. Miss Runyon.

**Theoretical work:** Talked over the basket work of the lake dwellers and examined pictures of Indian baskets. Baskets are being made for different uses in the school,- waste baskets, baskets for thimbles and spools in the sewing room,- baskets to hold corded wool for spinning. Reeds of different sizes are being used according to the use of the basket. Miss Harmer.

**Latin:** The group has spent this week also on the "Horatius in ponte" story. The work has been carried on along the usual lines. ca Miss Schibaby.

**Science:** Study of other types of blossoms adapted for cross fertilization and the stronger seeds thereby gained. The anomaly of the blue violet was discussed; though the upper blossoms secured fertilization, the underground, closed blossoms, set the stronger seeds. An excursion was made to the greenhouse to study plants in bloom. Miss Andrews

**Study of mechanics:** Set up a clock, but did not succeed in doing it without help. Miss Hill.

**Music:** Ear training, and special work in song singing. Mrs. Kern.

**Art Work:** Continued the study of an illustration of Horatius at the bridge. We talked about the possible appearance of a bit of river scenery and looked at pictures of river scenes to get an idea of perspective. Each child was required to make an original drawing of a bit of scenery and to place the bridge. They at first made a river without any *fore-ground*, and so it was about as wide as a ditch in the perspective. I drew their attention to the height of the child in the foreground, that his head would come up as far as the horizon line, and they discovered that they could all step across their rivers. This led to their appreciating the difference between width in fore-ground and distance. Miss Cushman.

~~Rtannxxxtifz~~

**Manual Training:** Are at work upon easels and bookracks. The book-rack is for a table and is six in. wide, 6 in. high and 14 in. long. The making of these articles includes measurements, use of the compass, two kinds of saws. The book rack includes a step in advance, in the use of supports. It is made of black walnut, and will be decorated. Mr. Ball's

**Sewing:**  
Same as last week.



OK

**History:**

We have gone on with the reading of La Salle's life and the discovery of the great west, taking only the chapters that refer to La Salle's voyages or explorations. The children noticed especially that La Salle would let nothing discourage him, and that whenever he was overcome by obstacles he sat down and analyzed the situation, and then set to work to remove the difficulty. When his first fort in Illinois was destroyed, he went back to fort Miami, and <sup>finding</sup> that the strength of the Iroquois lay in their union, he decided to unite ~~with~~ the Algonquins, <sup>with them</sup> and in that way strengthen his side. The children brought up and discussed the question as to what right La Salle had to take the country <sup>at all</sup>. Miss Bacon.

**Pioneer Work:**

The things to be made by this group are the parts of the dress of an Indian chief. This will consist of a cloak and trousers of chamois skin, beaded and decorated; and a head dress. They will also make the wampum belt of peace. The design is to be of peace pipes crossed, and canoes at each end. White beads will be used. Miss Warner.

**Latin:** The work has been mainly grammatical. The group has begun making grammars. The addition to the definitions for noun, adjective and verb, and the three genders which they deduced last week.. They have gotten the ideas of subject, or actor, object and possession with the forms these assume in the singular of the first three declensions. The work has been supplemented by short easy stories translated at sight and illustrating the cases studied. Miss Schibsky.

**Cooking:** Baked potato, ~~stamed~~ rice. The cooking of starched foods was discussed and a paper written on the potato, - its composition, method of boiling and baking, with reasons, - and the difference between raw and cooked potato. Miss Warner.

**Science:**

Indications given by volcanoes of the state of the interior of the earth. The different kinds of volcanoes, some throwing out bombs and ashes along with the steam and melted lava. The eruption of Krakatoa in 1883 described as an illustration of the more violent kind. Manna Loa an example of the quieter eruptions. Miss Will.

**Manual Training:** Continuation of previous work already reported.

**Art Work:** Continued study of the previous two weeks, - a plan of light and shadow in relation to back-ground. They have been making the picture on a large sheet of charcoal paper. The picture shows a marked improvement since they have undertaken more advanced technique. Miss Cushman.

**Music:** Have worked on the half and whole stop as connected in scale.

**Sewing:** Initials and design drawn for work-bags.

**French:**

History: Same as VIII.

Pioneer Life. The making of a belt of war, decorations to be war-like and materials red and black beads. The head dress and blanket-cloak of a warrior are to be made. The work has been divided among the children of three groups. A few children in each group are preparing yarn for the class. The raw wool is separated from the waste material and carded by hand. The spinning is done with the simple spindle and distaff made by the children in the shop.

Number work:

They have finished finding the volume of the earth and are now working on the volume of the moon. Miss Bacon.

Latin: The work has been mainly grammatical. The work done thus far in the study of the verb is the present tense, the past not complete and the future tense of the four regular ~~declensions~~ <sup>conjugations</sup>. The work is done by constructing the conjugations out of forms found in the stories we have studied and which the time is clear to the children from the context. After constructing the paradigms in this way out of the forms known to the children, I call their attention to the features the different conjugations have in common and where they differ, and try to give them reasons for the difference so far as possible.

My idea in the work is to ~~xxxx~~ cover the indicative, more frequent forms imperative forms, and infinitive and gerundive forms this quarter. I wish to go all over them hastily calling the attention of the group to the various forms, how made etc, and then let the forms be fixed in their minds by their work later on through dwelling on the forms when met with. ~~The-additive~~ In addition to the grammar work the group is learning an ode of Catullus, the Lucretia of Veneris Cupidinesque, etc. Miss Shilby

Science: They have finished particular experiments in the study of the general question of the formation of sedimentary rocks and have arranged their records to get them in order as illustrations of the general process. They spent some time in the general discussion and review of the physical forces concerned in the gradual change of the surface of the earth and in connection with the typical chemical change they have been studying, - the union of carbon dioxide and calcium. They have used Scott's Geology and Dana's Elementary Geology with a great deal of help, in looking up those points which they could not find out experimentally and getting some idea of the extent geographically of the form they have been studying. As soon as this work is completed, one of the children's record's will be given. Miss Camp

Manual Train. One child is making a stamp box, which is to be carved, and partly cut from solid wood, which brings in new problems of chiseling. Others are making hand mirrors, and bringing in some original ideas of decoration.

Music: Have given syllables to their group song, - the last line of which is changed to read, "The noble life had passed".

# *Teachers Meeting: Number Work in School*

## Number work-- Sub Primary.

In selecting materials for the class, one child is asked to get the things and distribute them, and must decide how many are needed. They were told to get one paste bottle for each two children, and one decided how many would be needed by skipping every other child in counting. In setting the table, they must decide on the number of plates, napkins, etc. In preparing for the Christmas tree, they had to count the number of cranberries and pop-corn grains to alternate on their strings. In cooking, they use fractions of a cup. Most of them can count to twenty by twos or fives.



### Number Work, Group I.

They begin with the ruler, learning measurements in inches and half inches. Adding comes in by using a foot ruler, when longer measurements are needed, and adding an extra half foot, and learning that this is eighteen inches, or that two feet are twenty-four inches. Five and ten cent pieces have been used to learn to add by fives and tens. All can count to eighteen by ones.

In cooking all have done some weighing and balancing, getting relations of a half, a quarter and three quarters of a whole cup. This is brought out by the need for using the relation of a quantity of grain to the quantity of water for cooking it.

In the shop only measurements with the ruler give practice in number work.

(Suggestion, Dr. Dewey) The best way to get idea of numbers is to associate them with solids. Whenever material is to be distributed for the group, it should be done in relation to numbers, grouping numbers, by twos, at least. Games might be introduced in which the children have to call for numbers, count by tens, fives or threes, and constructive work in which they see the relation of angles, of squares and other geometrical figures.

### Group II

They have had counting, telling time, and <sup>learning</sup> some measurements. They have begun dry measur. Had no idea of quantity in bulk, and are now working from the bushel down. In cooking they balanced weights, using four or five times as much of one quantity as another. Have used money in counting, dividing up a dollar, into halves, quarters, tens and fives, and learning

the number of pennies in each. They have added fractional parts of the dollar, as for instance, seven fourths, and a half and a quarter. In time they have worked by tens, finding the number of minutes in an hour, etc. They have made ounces, expecting to make enough to balance a pound. In the gymnasium in the game of bean bag they count by fives, and march in groups of twos, threes and fours.

#### Group IV.

Have all that is given the younger groups, and in science larger numbers and fractions. Added 26 1-2 and 23 1-3 in their heads correctly in finding out the extent of the arctic circle and its relation to the number of degrees from the equator to the pole. In studying the moon as a time measurer they have added by thirties. In cooking they have used the absolute weights.

In Music the younger children are learning the Washington Song by Group V and the Lincoln Song by Group IX.

The older groups are learning The Star Spangled Banner (chosen by vote) and a song by Robert Schumann set to words about Washington.

The Monday morning recital, Miss Mary Harris played A Polish Dance by Toma, a Norwegian Serenade by Olsen, Canzonetta Hollaender, and Tinkers' Song, by de Koven.

#### Sub-Primary Department.

On Monday we cooked rice and some very good number work was brought out. The children wanted to cook more, and decided that instead of half a cup they would cook 2-3, because they had used this quantity before; then one suggested 3-3, or a whole cup. We finished the study of light. They made lamps out of spools, meat skewers and tissue paper. We talked about lamp posts, and they said that some people carried lanterns, and they discussed the trouble it would be for each family to have its own lantern, and came to the idea of street lamps. With our new blocks we built a street, with lamps.

We began clothing on Thursday. The children made the beds from cigar boxes, and we talked of the need of warmer clothing for this time of year, and made blankets for the bed. They said the blanket ought to be made of wool, and examined wool.

They brought up the question of where black wool came from, and some thought it was from black sheep, and others suggested red sheep and blue sheep. Were told of dyes. Purple was shown them and they tried to distinguish the red and blue of which it is made.

Miss La Victoire.

**Hand-work:** The children worked on their Japanese houses, erecting the poles. They have begun to make curtains for their houses out of strings of beads, paying special attention to harmonious colors. Considerable number work is brought in by aiming to get the same number of beads of a color together.

**History:** They took up the study of the lotus that grows in Japan, and especially the pods, drawing them to illustrate how they scatter seeds. They made an excursion to Walker museum to see the Japanese exhibit. They were especially interested in the armor.

One period was spent in electing a class reported. None of the class knew what an election was, or had any idea of how voting could be done. They have dictated to me a report of the work in the class on Japan for the school paper. Some time has been spent in drill on word games. One period spent in reading a Japanese story. Miss Lackerstein had them in number work with blocks, and brought out the relation of the smaller blocks to the larger. They played a game of numbers, and instead of calling the numbers, they were written on the board. All knew the numbers up to ten. Miss Andrew

**Cooking:** Rice custard made. Rice flour was compared with whole and flaked rice as to texture, composition, method of mixing and method of cooking. Miss Warner.

**Sewing:** same as last week.

**Music:** Five minutes of each period spent in composing a group song. Two rhythmical lines have been accepted. Mrs. Kern.

**Drawing:** Have spent time in drawing from objects because they needed more definite idea of form. Drew a vase having a combination of red and yellow colors in it. Much improvement shown over the efforts of last autumn. Miss Gushman.

Jan. 27

## Group II

## History:

Spent all of their time (except a few minutes each day in discussing what they were doing) in actual work on their smelting places. The difficulties met and solved were the putting of the clay and stones together with a thick enough layer of clay so that in drying it did not crack open; (2) in making the wall larger enough so that they could easily build a fire in the kiln, and in fixing the door so that after the fire was build it could be closed with a stone or piece of tin.

One half hour was spent on the story of a boy coming from the village to the north of them, camping out one night on the way, who sees the fire in the smelting place in the neighboring village and travels down toward it. Their interest in smelting places and actual work almost swallows up their interest in any story, however dramatic.

Miss Camp.

Hand-work: Worked on smelting places.

Miss Hill.

Cooking: Same as I.

Sewing: Overcast seams of work bags using needle and cotton as in stitching.

Music: Worked on rhythm, the new members finding difficulty in the mechanical part.

Mrs. Kern.

Drawing: Made illustrations from Hiawatha. I read them the description of the wigwam of Nakomis, where the "shining, deep sea water" was, and "behind the dark pine forests". I had them close their eyes while I read and see if they could picture the scene. The imagination of some went to the forest, of others to the water.

Miss Cushman.

**History:** Have done the same sort of work as Group II, but have spent proportionally more time in discussing each period, and have had no continued story in connection with their work. They have built fires in their smelting places with paper and soft wood, found out about the draft and closed up the upper portions of their openings. Miss Camp.

**Cooking:** Rice studies in same manner as corn meal. The ~~pxapax~~ preparations were cooked in class and comparisons made. Miss Hammer.

**sewing:** Made casings for drawing strings in work bags by row of stitching 1-2 in. from edge of them, using same needle and cotton as in hemming. Miss Tough.

**Reading lesson:**

We made some smelting places this week. We made them of stones and clay. We used the stones to make our smelting places strong. We used the clay to stick the stones together. Then we made some fires in the smelting places and tried to keep them going. Bth and Charlotte kept theirs burning. We have made some charcoal for the fires. We are going to smelt some ore next.

**Music:** A group song for Easter has been completed.

When the little buds do sprout,  
Blossoms sweet are coming out.  
When the birds come flying back,  
Singing to us all,  
Then we know that Easter's here,  
With its lilies white and fair.  
Then the little children sing,  
Easter's here again.

**Drawing:** Same as II.

## History:

The separation of Tyre from Sidon was brought out by a story of a boy in Sidon, friend of Shalman's, i.e. Hiram, whose father decided to build a new city. The development of Tyre as a great trading city was brought out from several points of view. Tyre and Sidon are the only Phoenician cities to be taken up, and as Sidon was used to emphasize the fact that the people were compelled to become traders in order to live, Tyre is developed as a result of great prosperity in trade. It is supposed to furnish timber for temples and palaces in Palestine, to develop skillful working in metals, and to discover the "sea-purple" as a means of dying cloth. Its needs were tin, copper, raw wool, cotton, flax, and food supplies. Tyre is supposed to have been founded about the time of Abraham lived, <sup>At</sup> and the <sup>time</sup> ~~kind~~ of the oppression in Egypt, Rameses II, having demanded tribute of the Phoenicians, I deemed it well to call for the history of the Hebrews as they knew it from Abraham to Joseph. All the children attend Sunday-school but one,-- who is taught at home, so it was easy to get the stories when asked for in order, though none of them knew the connection between them. They were shown Egypt, and told that after a while a king from there came and demanded tribute of the Phoenicians.

One period was spent in discussing Phoenician ships, how they were thought of, method of propelling them and of guiding them, and the dangers of the sea in such boats. A rough drawing of one of the war vessels with the sharp ram in front was shown them. The next day, in continuing the subject one of the children who had been absent asked how the ship looked, and I attempted to draw it from memory. I made the ram curve up-



ward a little, which would bring it out of the water. A member of the class corrected my drawing on the board, showing how he thought the sketch on paper had looked. I discovered that he was right, and had observed more accurately my rough sketch in looking at it than I had in drawing it from the book.

Miss Runyon.

**Science:**

**Geography:** Have been working still further on their different seasons, a little bit of what countries are in the different zones has been taken up, and they have begun work on the length of the day. They have also watched the movement of the shadow on their shadow sticks. Only the most general climatic conditions have been touched upon, and we are now going to take up the climatic conditions in the Mediterranean basin. Miss Camp

**Cooking:**

By the use of scales, obtained the comparative weights of whole and flaked rice. Knowing amount of water used in cooking whole grain, calculated amount necessary for flaked. Boiled both varieties and baked them with apples. Put 1-8 oz. whole rice into each of the bags, made in sewing class for that purpose, and closed the openings preparatory to shipping. Discussed liability of damage to rice in transportation.

Miss Tough.

**Sewing:**

Had dimensions given for bags to be used in shipping rice, cut same from heavy unbleached muslin (burlap being found impracticable). The bags finished were 1 in. by 2.

**Music:** Continued last week's work.



**Drawing:**

I have been reading to them quite a good deal from the poems of Hiawatha, especially the home of the Indian poet, and they have attempted to illustrate, "Round about the Indian village spread the meadows and the corn fields, and behind them stood the forests". This has been done in color.

**Science:** A half hour spent in studying the phases of the moon with the aid of a diagram on the board. We discussed the cause of phases and the time it takes from one phase to another, and the time of a complete change.

Miss Andrews.

**Group V.****United States History:**

I attempted to have the children give in a connected way the history of the two settlements on Roanoke island, of the reasons why so long a time elapsed before any other attempts were made, and then to tell of the settlement and first summer at Jamestown. They were not able to do this, although some members of the class can tell a fairy story that takes ten minutes to relate. They could talk when the special points were presented to them, but the events as parts of a whole were not connected. W<sup>u</sup> then took up the first summer in Jamestown, the famine, the fever and death of 44 out of 104; John Smith's heroic efforts; how he offered to buy corn and when the Indians would sell it only for guns, he attacked the