

village and carried off the idol which he would ransom only for corn. Then his encounter with Powhatan and his rescue by Pocahontas and her assistance to the colonists.

The dissension within the colony was lightly touched upon, chiefly to bring out the fact that the ^{holding} ~~exchange~~ of goods in common did not succeed. Captain Newport's return with more colonists was taken up, and the attitude of the English toward Powhatan, by their gifts of a bed, crown and basin. This, it was hoped, would bring about friendly relations, and enable Newport to carry out his instructions, to (1) find a lump of gold, (2) Raleigh's lost colonies, or (3) A way to India. Two periods spent in reading, one in writing.

Physiography:

continued work on Virginia. Those who finished the drawing of the map looked up the trees and animals of Virginia.

U s s Hill.

Science. Weighed another bean which had been growing, and found that it had gained 8.2 grammes. They wrote a record of this and talked about the reason for its gaining, where the gain had come from, and concluded that it must have been from the air. In writing their records they needed to use the possessive case. None of them knew how to use the apostrophe, and its use was explained.

Miss Andrews.

Cooking: Ground wheat compared with cracked and flaked preparations previously studied. All the preparations were cooked in class and records made, which will be compared next week.

Sewing: Continued work on various articles such as canvas mats, holders, workbaskets, etc. which were begun before making of aprons and towels.

Miss Tough.

Music:

Have commenced analytical work on ~~the~~ Group Song.

Drawing:-

Have been studying perspective and applying the principles of perspective to practical work. They were taken to the gymnasium and observed their own height in the room and the location of the horizon line. They discovered that the floor seemed to slope up toward the end wall, and the plane of the ceiling came down. They observed the difference between the apparent size of the window near them and the one far away; also the direction of the line of Indian clubs that hung on the side wall. Then we returned to the studio and I made a drawing showing them how I applied these observations. The next day they drew the gymnasium from memory.

Manual Training: Continuation of work previously reported.

French:

History:

OK

We have gone on with the life of Washington and the reasons for the beginning of the French and Indian war. We took up in connection with this the part Washington played in going to fort Venango. The children are now reading Braddock's ~~expedition~~ expedition against the French in Eggleston's History, and keeping up the geography in connection with it. Miss Bacon. Number work. Continuation of accounts of the school.

Science: We discussed the difference of the boiling point of water, ^{alcohol} mercury and some of the children thought that mercury never boiled, so we tried an experiment and they discovered the voluability of mercury and saw that it left the bottom of the tube and was collected on the top in little balls. They discovered that the mercury would not wet the fingers or the tube, and then they made tests in some tubes to see the form of the meniscus, and found that it was opposite from the meniscus of other tubes with which they were familiar. In plunging a tube into a beaker of mercury they found that the mercury was pushed down, and did not cling to the sides of the tube. They made diagrams of this on the board, and the reason was deduced. They determined the boiling point of alcohol and compared it with water, and talked about what kind of thermometer alcohol would be used for and in what kind it would be necessary to use mercury, i.e. dependent upon the boiling point. They discussed why they should use mercury in their thermometers instead of a lighter liquid, and decided alcohol would require too long a tube

Miss Andrews.

Music: Studying line and spaces on staff and notes on keyboard. As some of the children have not been taught the alphabet the work preceeds slowly.

Mrs. Kern.

cooking: Tomato studied. Food principles contained, nature of the juice, and action on milk taken up. Tomato bisque was prepared.

Miss Warner:

Sewing: Cut six in. square for mat from art canvas, fringed edges 1-2 in. deep and overcast edges 1-2 in. with no. 80 cotton to prevent unraveling.

Miss Tough.

Art Work: Same as V.

Manual Training: same as last report.

French:

History: We began a study of Africa. A map was shown the children and we attempted to find out from the map and what we knew of countries along the same parallel lines, what the climate would be, and whether it would be a good place for colonies. Our aim was to find out why this country had been the last to be explored of the continents, though known to the ancients, and sailed around soon after America was discovered. We pointed out the equator, passing nearly through the center, and brought out its effect on climate, winds and rain. We looked for mountain ranges to see if there were any that would temper the climate, and for highlands and bays and wide-mouthed rivers, and discovered that the coast was only slightly indented, few mountain ranges, and decided that the land would be low, and marshy during the rainy seasons, and probably give rise to diseases. The absence of bays and navigable river systems would make access to the interior difficult. In order to contrast the south and central civilizations of Africa with the north, I told them something of the civilization in the Nile valley and along the Mediterranean coast, and we found the reasons why this had not extended more was due to the deserts. The fact that America was explored more was brought about by its better climate, easier means of access, and promise of a way to India. We next took up the reasons why Africa would become a place for white people to go, (1) for gold or trade, (2) as missionaries and (3) for homes. The advantages to trade were brought out in ivory, ebony and teak, diamonds, metals, etc. A brief sketch of Livingston's efforts as a missionary and an explorer was given; how his treatment of the natives won their affection, and the faithfulness of his

special company who were with him on his last voyage. The children were much impressed by being told of Livingston's last days; - that he was carried in a litter for some time, then became so weak that he had to stop, wound up his watch with difficulty one morning and made his last entry in his diary. The next morning was found kneeling by his bedside dead. Now the native companions preserved the body in the sun and carried it with all his papers and instruments back to Zanzibar and gave it in charge of friends who took it to England where he was buried in Westminster abbey. One period was spent in writing, with special criticism on sentence structure.

Miss Runyon.

Science: Darwin and Gray's names were mentioned in the study of pollination, and so we talked about the men and something about their lives and work. The carrion flower was discussed and its method of attracting insects, and why this method was necessary on account of its inconspicuous flowers. This flower has the odor of carrion, and attracts in this way the carrion beetles on which it must depend for fertilization. A period had been spent on records, i.e. reading them aloud, as each one had written about a different method of pollination.

Miss Andrews.

Science: Made experiments on pendulum. We took three lengths of thread, 36, 9 and 4 in. with lead weights as bobs. They swung them and found the number of vibrations per minute, and from this discovered the relation of the length of the pendulum to time. They found that the wheel of the clock was controlled by the pendulum, and that in order to make the wheel go faster or slower they must regulate the pendulum. ^{two to} the children saw that the number of vibrations was inversely pro-

portionale to the square root of lengths of thread. The square roots were put down on the board, the children of course not being able to discover their relation without help.

Sewing: Drew initials in corner of holder and outlined same in garbary cotton. Miss Tough.

Music: Exercises in ear-training and in the use of syllables.

French: (From children's records)

La petite fille est dans la chambre. Elle veut faire les bonbons pour son petit frere Jacques.

Vocabulary: L'aiguille, les ciseaux, le de', la bobine, le fil, le fil de coton, la bobine de soie, le sac a' ouvrage, la boite a' ouvrage, le panier a' ouvrage, le tablier.--
Je mets mes initials a' mon sac a' ouvrage. Je faufile mon sac a' ouvrage. Je veux faufile, je casse le fil. J'enfile,-
L'armoire, le doigt du milieu; dessiner, faire des points, foncer tissu, sac a' broder, le canevas feutre, le lacet.

Levez vous, marchez vous l'armoire. prenez votre tablier; mettez votre tablier. Asseyez vous, prenez votre sac a' ouvrage. Ouvrez votre sac a' ouvrage; ourlez, faufilez.

Poesie.

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

"Par charite! Je n'ai ni feu ni gite.
La neige tombe et le vent souffle fort.
De faim de froid me voila presque mort.
Mes bonnes gens, donnez moi donc asile.
Je veux toujours etre sage et docile.
on fait entrer le frileux; pour festin
il trouve la millet et becotin.

Cooking: Same as VI

Drawing: Continued the work of the previous week.

US. History:

Have spent the week in reading Parkman's "La Salle" and the Discovery of the Mississippi." Points have been discussed in connection with the reading. One period was spent in current events, taking up the Nicaragua canal and the two water ways that in which it might be carried through, and why the United States did not think it right to go ahead and build it if they wanted to. O.K.

Miss Bacon.

Science:

They had been working on volcanic action early in the fall, and now returned to it in more detail. In connection with this, volcanoes as an evidence of interior heat was taken up, and they studied the increase of heat in mines, tunnels and borings, and worked out the depths where various things would change from liquid to gas and from solid to liquid states. Two substances which all worked out were the change of water from liquid to gas and iron to a liquid. To get some idea of the action of expanding gas in a thick liquid they constructed a volcano of clay and filled it with a mixture of sand and soda, and introduced in the first trial hydrochloric acid and in the second sulphuric acid.

Miss Camp.

Cooking: Same as VI.

Sewing: Initials and designs transferred from paper to work bags and outlined in embroidery silk of desired color.

Music. Same as VII.

French: Same vocabulary and sentences as in VII. Composition:

Je veux coudre le mouchoir. Je prends le dé et je prends la bobine et l'aiguille, le fil, les ciseaux et je coup soie drap, et je coup le coton. je veux mettre les initials de mon père

au mouchoir de soie pour le cadeau de Noël, je prends mon tablier, je prends la pelotte a' l'pingoes, et je prends une aiguille et une bobine de soie. Je casse la soie, j'enfile l'aiguille, je prends mon sac a' ouvrage et les ciseaux et je ourle le mouchoir du soie.

Je veux coudre un tablier pour une pauvre petite fille. Elle a seulement un sous. Je veux coudre le tablier pour un cadeau de Noël. pour faire un tablier: Je marche vers l'armoire et je prends mon tablier et je mets mon tablier sur et mon sac a ouvrage, et dans mon sac je prends le de', une bobine de soie et une bobine de coton blanc, les aiguilles et les l'epingles dans la pelotte a' L'pingles, trois bobines de fil, les ciseaux; alors je prends le drap pour le tablier. Je mets le de' sur mon doigt du milieu alors je prends l'aiguille et la bobine de fil de coton. Je casse le fil et j'enfile l'aiguille. Alors je faufil le tablier et alors j ourle le tablier.

Drawing: Drew from a model, one of their number posing in a Swedish costume. I first made a drawing for them myself to convince them that work in the mass would lead to accurate representation of the model. They had not had any faith in the result from this mass work. They were much more anxious to get on after seeing me make the drawing. Miss Cushman

Manual Training: Continued work of former report.

History(U.S.) Same as Group VIII.

Number work: Part of the Group have finished finding the volume of the earth in cubic miles, and are now working on the volume of the moon.
Miss Bacon.

Science:

An attempt has been made in summing up their geological changes accompanying the formation of soil, to have them formulate some notion of what heat is. It resulted in heat as a kind of motion, spontaneously, from one member of the class. The rest of the time has been spent in writing up their geological story.

Miss Camp.

Cooking: Same as VI.

Sewing: Continued work of previous week.

Art work: Same as VIII

Music: Has worked at notation of its Group Song.

French: Mon cher (Mas.) My dear.

Ma chere (Fem.) my dear.

Mon cher ami (Mas.) my dear friend.

Ma chère amie (Fem.) my dear friend.

Ma soeur= my sister.

Mon frère= my brother.

Ma mère--

mon pere,

Mademoiselle,

Monsieur,

Tres bien

Pardonnez moi-

Je vous remercie.

Dejeuner,

Prenez garde,

Tres jolie

au revoir.

Words connected with sewing, same as other groups, and
directions
commands given in French for beginning to sew.

The children wanted to make mattresses, pillows and quilts for the beds made last week, and as so few children were here on account of the cold and it was not deemed best to take up a new subject this was done. Curtains were made for the old-fashioned bed, sheets, pillow cases and blankets. The quilts were made of tape, woven in and out on a frame. Most of the children selected their own colors and made regular patterns, some using three red and two blue strips, some red, white and blue alternately.

They cooked whole rice. They have commenced making a calendar of days, and each day a child is delegated to draw a picture of the weather.

We began this week by joining Groups I, II and III once a week in rhythmical games. All of the children recognize two-fourths time, four-four and three fourths. They skip, two-step and polka together.

Miss [a Victoire.

History:

Continued work on Japanese House. While using bamboo it was compared with the stems of oats and grass and attention called to swellings of the stem. The children noticed that everywhere there was such a swelling on the oat stem a leaf began, and when asked where the leaf grew on the bamboo, thought that it grew from the swelled place. One of the children then asked, "Doesn't the bamboo belong to the grass family?"

The children measured rice and added an equal quantity of water and boiled, finding that the water was absorbed, they added as much more. This was again absorbed, and they continued the process until they found that after adding water four times the volume of the rice the rice was soft and cooked enough. ^{number} ~~Mr~~ work based on this experiment was given to help in the cooking lessons. ^{number} games were played with the blocks while building a house. Miss Andrews.

Cooking:-- Too cold to work in the kitchen.

Art Work: Drew plants in flower pots. Miss Cushman.

Music: Have finished words of group Song.

Science:

Number work based on the proportionate weight of whole rice and flaked rice which had been ascertained in last cooking lesson. Sidcussion of why flaked rice was so much lighter than whole rice . Illustration of snow occupying more space than its weight of rice. A cup of snow was melted and made only a cupful of water, and when frozen was not very much greater. The children concluded that the air spaces between the flakes caused the larger volume.

Miss Andrews.

cooking: Took care of dining room. Special attention was given to arrangement of table. Each child was given special work. The number of things required for the two tables was counted, brought to the dining-room and then divided for each table.

Miss Harmer.

History:

Time was spent in talks about the finding and smelting of ore and in work on their smelting places, completing them. They succeeded, after many attempts, in melting tin in their smelting places, i.e. in the two which had been properly constructed. They found out after two failures that the position of the chimney was the important factor in producing a strong upward draft. When it slanted forward toward the source of the draft they could not get up enough heat to melt tin. Part of the time was spent in making molds, attempting to get smooth surfaces and sharp edges on their arrow heads. This was almost too difficult for them.

Miss Camp.

Music: Same as last week.

Art Work: Illustrated Hⁱawatha in the forest with bow and arrow.

Cooking:

Rice flour compared with whole rice and flaked rice. They took up the difference in weight^{bulk} of same weight of each preparation, and examined the close packing together of fine rice flour,- air spaces in flaked and whole rice, thickening properties of whole rice and rice flour compared. Then the relative amount of starch and cellulose,- the preparation in the factory of whole, flaked and ground rice. Rice flour custard was prepared.

History:

About the same work was done as with Group II, but much better proportioned fire-places were made. In one case they succeeded in getting the tin to run part way down the trench leading to the mold. The principal problem worked out was in connection with the draft in their smelting places, and the draft in the room. They found cold air coming in around the windows and the two currents passing through the open door, the cold one leaving the door at the bottom, and the warm one entering at the top. In the next room they found the warm air entering from the sunshiny side of the house at the top of the doorway, and the cold air leaving at the bottom. They found the warm draft of air from the register and the cold air from the windows. This was done with candle frame and taper. Miss Camp.