

History: The past week the children have taken up a study of conditions in England, and the effect of those political conditions on the colony. We read and discussed the attitude of James I in adhering to the divine right of kings, and the attitude Englishmen took as to the inherent rights of Englishmen; the trouble these conflicting ideas brought, and the dissolution of Parliament by James I. They read how the people, being debarred from discussing these political conditions in Parliament, carried over these discussions into the London Company, which was made up mostly of liberal minded men of the day, and how the king, knowing that the Company was made up mostly of Liberals of the kingdom, ~~took a great interest in the Company, and struck at the Company, thinking to crush them.~~ We discussed how the king would go about to take away the Charter of the Company, and the children thought that if James would not appear to arbitrarily take the charter away, he must find some pretext for doing so. When asked what pretext he could make, one child suggested that if he could prove that ~~the~~ the Company had not lived up to the terms of the Charter that would be a legal reason for ~~xxxxxxx~~ annulling it.

We took up the terms of the Charter, and went over them to see if, from what we knew of the facts, the Company had failed in any way to live up to them. So far as we could discover, they had not. Then we read how Governor Butler of the Bahama Islands, in order to gain favor with the king,

visited Virginia on his way to England, and upon his arrival ^{there} ~~in England~~ accused the Virginians of poor government, and of carelessness in regard to the health of the colonists; that the king took this as a pretext for taking away the Charter.

mWe then discussed what rights the colonists would have under the new government, and decided that the power the Company had had would now be held by the king, and therefore he would appoint the governor and the Council. The children prophesied that in this case the governor and the Council, in any difficulty, would take the side of the king.

We defined the terms "parish" and "city" as used in the colony.

The reference books used by the children have been Fiske's "Virginia and her neighbors", and "The Colonial Cavalier" by Maude Wilder Goodwin. Parts of "Old Virginia and her Neighbors", have been read by the children. My idea in giving them the adult book has been that they might have books of real value that would make the beginning of a library; if they could not understand the whole of the book now, they could go back to it later on, and perhaps the fact that they did not understand all of ^{it} ~~the book~~, would lead them to re-read it.

OK,
Miss Bacon.

Latin: We have continued reading in the Latin book. Most of the time has been spent in this reading, using Dr. Hale's

method. I have also read to them, and asked them to give me an idea of the meaning.

Miss Schibsbury

Science: - Number -

This Group is using the same principles of light as group IX. With them I took up first the functions of an angle, explaining what a function was, and explaining what they knew of ratio and proportion. The functions of the angle we took up as a series of definitions, as sign, co-sign, tangent and co-tangent, secant and co-secant. Then I showed them how in a right triangle, if you had two parts you could find the other parts. This we did by the aid of tables of logarithms. I explained how the table was constructed, and showed them how to use them.

Miss Moore

*Ans: Same as group I.
Miss Moore*

Last week we talked about the family's dependence upon the daily visits of the milkman, grocer, ice man, postman, etc., and the occasional visits of the coalman and others. This illustrated to the children the fact that there were other fathers working for their families, doing different things from their fathers. They constructed the different wagons characteristic of the different occupations.

After we had made the grocer's wagon, the children were given measuring cups and sugar and paper and played that they were grocers coming to the house for daily orders. The teacher played that she was the mother ordering, and would order a quarter of a cup of sugar, and the grocer would measure it and bring it back. She then began ordering two quarters of a cup, and the children discovered that they were the same as half a cup. It will be in this way that they will get their measuring and weighing.

The older children sawed the wood for constructive work.

The game played this week was "Hide the Thimble".

Our new song was about the coal man, to the tune of "Bah, Bah, Black Sheep."

"Coal man, coalman, have you any coal?
Yes sir, ^{yes sir} many yards full;
Some for the kindergarten, some for the home,
Some for the school and any one that comes.
Coal man, coal man, when shall we pay?
Just as well now as any other day."

The children were divided into groups, some having charge of the yard and others being horses and wagons, others still, the mothers ordering from the office. The children illustrated the heavy coal wagons in their movements, and how the coal tumbled out, with their feet, and the movement of the lighter wagon as it went home. A new movement was given them - "heel, to, and run, run, run."

In cooking, we repeated the flaked wheat.

I told them the story of King Midas. In the story a little fairy comes to the King, and I described Mercury as this fairy. We have a statue of mercury in the school, and the children recognised the description as that of the ~~xxxx~~ statue

Miss Scates.

OK

Music

Shop

Social Occupations: This week we have laid the stress on number

work. In connection with their farms they have measured the corn, using the peck, half peck, quarter peck, quart and pint measures, with drill upon the relations. The children had no idea of fractions at all, some of them not having any idea into how many parts a thing must be divided to get a half. Quarters and eighths were unknown to nearly all. By measuring they found that it would take eight quarts to make a peck, and that each quart would be one eighth, and so with their other measures. The children have done the actual measuring themselves, and in many cases would forget the number of parts they had found, and have to do it all over again, so that this report covers about four hours work.

In the window boxes they planted corn in hills and rows, talking about why that was necessary, and how it would be done on a large farm.

This week the children took their pots of bulbs and buried them in the garden, in order that they might be kept at a low enough temperature to encourage the growth of roots. After a discussion the children understood that if the bulbs were left in the light and in warmth, the food that is stored in the bulb would cause the leaves to grow out, and after the food had been entirely used up, there would be no organs by which new food could be gotten out of the ground; but if kept in a cool, dark place, the roots would grow first, and when they were well established they could obtain

nourishment from the ground and when brought to the light, cause the growth of leaves.

Miss Andrews. *K.a.*

Constructive work: (One hour) In connection with their work on a model farm, they are making a harrow. So far, they have only made the four pieces of wood which are to be joined together in the shape of a hollow square, and nails inserted to represent spikes.

They began also to make measures for their farm. They had seen the bushel measure, the peck, half peck, quart and pint, and wanted to make for their own use, measures that would be proportional. For the bushel, we used as a model the 4 oz. measure; then half of this was taken for the half bushel; one fourth of it as a peck measure, and the half oz. as a two quart measure. These were made by drawing a circle with the compasses on card board, then making a cylinder of the proper height, and joining the two with cloth and paste.

Miss Jones.

Group III (b)

Cooking: Flaked wheat.

Ideas developed:-

1. What the preparation was made of.
2. Boiling of water.
3. Measuring $1/3$ and $2/3$ cup.
4. Manipulation of ingredients
5. Steaming on asbestos mat.
6. Collecting, washing, wiping and putting away of dishes.

Special stress paid to measuring and careful collecting and

putting away of dishes.

Number: Ratio 1 : 2. Fractions $1/3$, $2/3$, $3/3$.

Cooking of flaked rice and flaked wheat. Comparison by weight to find amount of water necessary for flaked rice. The standard in this lesson is the wheat which they have already cooked. One cup of wheat was found to weigh twice as much as the cup of rice, or in other words, it required two cups of rice to balance one cup of wheat.

(Note.- Experiment was not a great success on account of poor scales.)

As it requires two cups of water for one cup of wheat, it will take two cups of water for two cups of rice, because they are equal to one cup of wheat. This, however, seemed a little difficult for these young children.

Mrs. Baxter.

Groups III (a and b)

Sewing:

Commenced the sewing together of the strips of silk which they had cut for weaving into curtains. Coarse needles and thread were used, and large stitches taken.

Miss Tough

Art work: The children drew a farm house built of blocks.

The chief idea was the placing of the house in the proper place on the ground. The drawing was done with charcoal.

Miss Cushman.

Music

Shop

History and Science: (Two weeks' report)

In working out the way in which people, as they advanced, would first make the spear from the club, the children have used guitar and violin strings as having the same characteristics as the sinews and skins, for binding arrow heads to sticks. They found that by soaking and drying, the sinews would readily split, and on being soaked again and would closely around the arrowhead, would shrink in drying, thus holding the arrowhead in place.

They gathered together all the physical characteristics of their present home: high bank and river valley. They were told it was the season of the year when the days begin to shorten and the birds and animals move southward. The experience of a bad winter the previous year was given as the reason for moving southward with the animals. They then discussed the plan of going, and with a good deal of help decided that the river was the easiest route to the south. They quickly suggested a raft as the easiest plan for transportation. They then organized a party, naming the things that they would take with them, and the way in which each thing would have to be carried.

For some time they have wanted to make clay dishes, but were not able to suggest where the clay would be found. With the help of one of their number who had lived by a river, with clay banks, they worked out the possibility that people might on their journey come out on the shore and find clay

and discover its usefulness.

In organizing their party to go down the river, they agreed that the leader would have to be who had at some previous time followed the river and found the animals on the plains near its mouth. They then elected one of their number (as one of the children said, "Just like voting for President") to be leader. I then asked them what name the leader would have, - how people would be named then. They had no suggestions ready, so I told them the story of how a young Indian earned his name. Instead of suggesting, as I thought they would, a name for their leader from the exploits of the previous year, they promptly transferred the name of the young Indian to the new leader.

b.K.
Rise.
Miss Camp.

Group IV (b)

Primitive life: Examined banjo strings, soaking them and using them in place of sinews in fastening arrow heads to branches which they got out of doors. They are talking about the number of people who are living together in the woods, and said that they all live together in the winter, but in the summer separated to find game. They took it for granted that food was stored.

Miss Hill

Constructive work: (One hour) Are working on brush houses. They went out and collected brush. This took three half hours. They took large pieces of felt paper for ground. They said

that in building houses out of doors they would have to ~~build~~^{make} holes in the ground, so they made holes in the paper for the poles and fastened them together at the top. They then wove them with brush. Some of the children wanted to make the tripod for boiling, in the front yard.

Miss Jones

Group IV (a)

Cooking: Comparison between flaked wheat and rice. Children recalled the cooking of flaked wheat of the previous week. Equal measures of rice and wheat were given to the children to judge of weight. All said rice was heavier than wheat. The same amount was then carefully weighed. Children found the balance told a very different story. The rice weighed much less and it required the addition of one half more to balance the wheat. The teacher was unable to make the point she wished as she expected the ratio to be a much more simple one. All the children were able to realize was that it took more rice in bulk to equal the weight of a certain amount of wheat. Instead of continuing and following up the conclusion as to the required amount of water, the teacher gave the recipe.

Number: Ratio 1 : 1. Fractions $1/2$; $2/2 = 1$ whole.

Mrs. Baxter

Group IV (b)

Cooking: They balanced ground wheat with flaked wheat to find out the amount of water to be used in cooking. They found the ground wheat was six times as heavy, and worked out in cupfuls six-fourths. An experiment was made to show that the ground wheat made lumps when sifted into boiling water. The lumps were examined and opened. They concluded that the ~~starch~~^{starch}

had been formed by the rapid cooking, and saw that it was necessary to first separate the ground wheat with an equal quantity of cold water/ before adding boiling water. Then each child worked out for himself the amount of boiling water necessary to be added after having added an portion of cold water.

a. H.

Miss Harmer

Textile work:

Group IV (a and b)

Worked out the principle of spinning, and wound their thread on small sticks.

a. H.

Miss Harmer

Art work:

Are still working on figures in clay.

Miss Cushman

Music**Shop**

History: Have been summing up the Plains tribes of Indians taking the ones who wandered about in search of game, then the tribes of Mandans who had their villages of substantial houses and were obliged to wait for game to come. In connection with this they looked at the picture in Catlin.

In constructive work they have begun making separate wigwams, and have bound their poles together and are making coverings of paper to represent skin.

Miss Hill

Group V (b)

History: Two periods were spent in considering the Indian methods of reckoning time and in number work in connection with this. The children thought of sunrise and sunset and sunrise again, as a day, and that the point where the sun appears highest would be reckoned as noon and that points in between could be calculated. They were asked if the Indians had a Sunday or division of the week, and answered No. They were asked if they had any way of reckoning the year, and mentioned the seasons, but between the seasons it took some time to remember that there was the moon as a measure of time. We spoke of the Indians reckoning his age in winters or summers, and of reckoning events of less than a year, in moons. The children were asked what he meant by a new moon and most of them knew that the moon revolved about the earth. For illustration a chair was taken as the sun, and the globe of the earth carried about it to show the revolutions governing the seasons.

Then a smaller globe was revolved around the earth globe while it was carried about the chair. This showed the motion of the moon about the earth. The dark and the light sides of the moon in its position toward the earth were illustrated by holding the smaller globe in such a position that the sun shone on each side through the ^{window} ~~globe~~, and the children saw that when the moon was between the sun and the earth the side of the moon towards the earth was dark. We next undertook to find the number of moons in a year. To do this, we added up the total number of days in our months - (one of the children giving us a means of telling the number of days, the old rhyme about "30 days hath September"). The children were told that the time taking the moon to go around the earth was about twentyeight days, and they were asked how we could find the number of moons in a year, from this fact, and the number of days in a year, which they had calculated. One of the children suggested that we must find how many 28's there were in 365, and the method of doing it. A good deal of number practice was brought in in this work, adding by 3's, and adding by 7's to find the number of weeks in 28 days. None of the children knew the number of weeks in a year, and this also was found. We discussed also whether the Indians had any short method of indicating numbers, like our 5, 10, 20, 30 etc.

One period was spent on the geography of the

Algonquin country. With the relief map the children were show the region occupied by the Algonquin tribe. The boundaries of this were given as the Great Lakes on the north, the Rocky Mountains on the west and the Appalachian range on the east. They were not told the exact limit on the south, as this was not deemed of enough importance. They then each located the Rocky Mountain system, and named the five Great Lakes, and traced the Mississippi river to its source, talking about how he could tell which way the water flows in the Great lakes and in the river.

One period was spent in making a list of the animals known to the Algonquins, and deciding what skins would be used for clothing, what for robes, and what for other articles. The children knew nearly all the animals of this region except the beaver and the otter. Only one child made the mistake of suggesting the tiger and kangaroo. The question of the adaptation of different skins for clothing was not carried out in full but will be taken up next week together with the ornamentation and form of clothing.

One period was spent in reading and one in painting their totems, which they had previously designed, on the covers of the books in which they are to keep their reading and writing lessons. The painting was done with water colors.

Constructive work: Group V (a)

Besides collecting material for their brush houses,

the children have made in the shop, dug-outs. These were made by first getting the shape of a boat and then digging out the center of the solid wood with a chisel. They have also made the paddles for them.

Miss Jones.

Group V (b)

Constructive work: (half hour)

Have continued the work on the long house of the Iroquois, which is to be used in illustrating their history work. This was begun before they got to the subject of the Iroquois, because of the time it would take to finish it. Actual measurements are made in the construction.

Miss Jones

Group V (a)

Science: We went on talking about the dunes which they had seen and the plants which grew on them and the way they were held together with long roots. To find out how roots went out for water, they have planted peas and beans in sawdust, and the class has divided itself up into groups,- some to keep the beds very wet, some moderately, others just wet enough to keep them alive.

Miss Hill

Group V (b)

Science: Have continued the discussion of the buffalo as the animal of the greatest importance to the Plains Indians. They talked about its relatives among the ruminant animals, and

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the habits of all animals of this kind, how the habit of chewing the cud was developed, etc. One of the children brought to school the horn of a buffalo, and we tested it to find out its nature. In burning, it gave out an odor which the children recognised as the same odor which comes from the blacksmith shop. They were told that in the shop, the odor comes from the burning of hoofs of horses, and the process of shoeing was described. They burned some wool and found that it gave out the same odor; some hair was burned and the same odor noted. The children suggested that our finger nails were made of the same substance, and that we might try that, but material was lacking. From these experiments the children concluded that hair, wool, horns etc. were all composed of the same substance. We had a deer's horn and some of the children thought that it was made of the same substance as the buffalo's horn. We tried burning that and found that the odor was different - more like the odor of bone. By noticing how the horn was attached to the head, in the elk, we discovered that it was bone.

Miss Andrews. *Ka*

Number work: (half hour a week)

I have been giving them problems in multiplication, and teaching them to work it out by ratio. For instance: If 5 qts. of milk at 6¢ a quart will cost 30¢, 10 qts. will cost twice as much. They work it out this way very easily, when, if they were given 10 qts. of milk at 6¢ it would be very difficult for them to do it.

Miss Bacon *OK.*

Reading: I have had reading three half hours a week, and in this the material has ^{consisted of} ~~been the~~ typewritten sentences taken from their history work. Al, but two are able to make out their words now, and have a good idea of sound.

Miss Bacon

OK.

Group V (b)

Vocal Expression: I have been giving them some exercises for opening out the lungs, and strengthening the chest muscles. The exercises were given in the spirit of play. One child chose a flower which he wished to represent growing. The group planted the seed by getting down in a posture of sitting on their feet, thus having the body folded and relaxed. They then gradually straightened up to a standing position, raising the arms in different directions to represent the growth of leaves; then brought the hands together at the top of the head as in a bud; then expended the bud, closed it again and let it wilt.

They have had Stevenson's "My Shadow" and Eugene Field's "The Sugar Plum Tree". These were first read to them, then they gave me the idea in their own words, then repeated the words after me from the other end of the room, in order to gain carrying quality of voice. Their work for the entire quarter will be along the same lines.

Mrs. Butlin.

Cooking: Walked about what they had previously learned concerning sweet potatoes. They then examined sweet potatoes and tasted them, and reached the conclusion that they were in some respects similar to white potatoes, but differed from them in containing sugar. Those who had seen sweet potatoes growing, told how they grew, and to what part of the plant they belonged. Vegetables were named belonging to each of the parts of a plant, viz., the root, the stem, the leaf and the fruit.

Onions were then examined and classified. They were found to resemble lily bulbs, and the children were told that they belonged to the same general family. Considerable water was found in the onion, and a strong ~~fla~~ juice which gave the odor and flavor to the vegetable.

Talked about the way in which macaroni is made and what it is made from. This led to a review of what they knew about wheat, from its growth in the field, until it becomes flour. They talked about the parts of the grain - the stalk, the husk, the bran, the gluten and the starch - and found that each had its special use. Macaroni with white sauce was prepared.

Miss ~~Tough~~

Textile work: Worked out the development of the spindle from the stick.

a. H.

Miss Harmer

Group V (b)

Cooking: They have reviewed the cooking of spaghetti, with tomato sauce. In cooking large quantities, the children worked out the proportions to be used for the whole class.

The lesson for the day was the cooking of string beans, in which all the juices are preserved by steaming in a small quantity of water. They reviewed the cooking of onion.

a. H. Miss Harmer.

Textile work: Learned to spin with the distaff and spindle.

a. H. Miss Harmer.

Group V (a and b)

Art work: Are continuing the modeling of clay figures representing Indian life.

Miss Cushman.

Art work design: Considered the best position on their book covers for placing the totems, the the colors for representing it.

Mrs. Brown.

Music

Shop