

History: Have spent one half hour in discussing current events. Each child was given one topic to look up and report on; then all the children are given certain questions to look up. This week, since Congress is to meet Dec. 7th, they were given questions in regard to the Congress of the U.S. - as to what time it meets, how often, and how long Congress may sit. They were given in history questions as to ~~whether~~ where the Pilgrims got the right to form their own government if James refused to grant them a charter. They were to look up also why the Pilgrims chose Plymouth as the seat of their government. Answers to these were found in Fiske's History and the "Plymouth Plantation" by Gov. Bradford, and some of them they had to think out for themselves. They are given these questions four times a week, and three times they are supposed to work them out at home and not give more than half an hour to the reading. The third time they have the study hour in school.

Miss Bacon

Science: Same as Group IX.

Latin: We have read from our book, and have given a great deal of time to the analysis of sentences, taking them up both in Latin and in English. Miss Schibsby

French: Have followed the same line as Groups VIII (a and b), and had worked to the same point at the beginning

of the week. They have heard and understood the first part of the story of "The Raven and the Fox". The nouns and principal verbs of the story have been written in their books and corrected and kept by the children who ought in the coming class to be able to relate the story entirely. This Group and Group IX progresses much more rapidly than the others, and will be able before long to read some simple stories.

Miss Delpit

Sewing: The class is to make napkins for use in the dining-room. Calculation of the amount of material and its cost was found necessary. The material is to be sufficient for a square napkin for each of the seven in the class. It is $3/4$ yd. wide and \$.30 per yd. Different methods were employed for coming at the amounts, but the majority of the class reached the same conclusion; with a little thought the remainder saw where error had been made. The sewing was the same as last week. *OK* Miss Tough

Art work: Have continued their work on panels for the screen.

Miss Cushman

Music

Shop

Gymnasium

(Two week's report.)

We talked about the warm clothing and bedding that was a necessity on account of the cold weather. The children have all been coming with Tam O'Shanter and mittens, and spoke themselves of the change in the weather.

We played dry-goods store, in which three groups joined together. One group was the mothers coming to the drygoods store; another was the clerks and arranged the chairs for windows and decorated them with materials, the mothers choosing out of this lot the materials they thought would be most suitable for warm clothing. All chose warm colors, and judged of material largely by feeling it. We took the table for our counter and put on it scissors, thread, thimble and needles - all that would be needed for the making of clothing.

The third group of children made the street cars out of chairs. One was the conductor and punched the tickets. We used a triangle for a car bell.

After buying the material at the store, the children would try to match it in thread, in tape and different kinds of silk. It was interesting to watch the attempts to combine. Two of the children were the horse and wagon and delivered the goods, another child was the "bundle wrapper". They enjoyed the game so much that we played it all over again the next day.

In the constructive work they made the street cars out of stiff manilla paper, free hand work. They made the

the sample boxes used in the stores for selecting materials. They chose for themselves what they thought would be the best kind of goods for the weather, out of all kinds of materials. They were given dolls that were cut out of paste-board, and a lot of mixed materials, and chose what they wanted, and with scissors and paste made dresses and pasted them on. They made bedsteads out of cigar boxes and wove blankets for them. Some of the children made cheese-cloth comforters and stuffed and tied them. Some made bureaus out of match boxes, in which to keep the clothing. They took different colored paper, selecting the colors most suitable, and cut out mittens, hoods, leggins, coats - every thing they thought was needed for cold weather.

Some of the children made trunks in which the summer clothing was put away. These were made out of wood.

Our ~~new~~ story has been that of King Midas, and the new game was skipping tag, skipping in time to music.

One day we placed a number of different objects in a circle and let the children look at them; then one of the children was blindfolded and one of the objects removed. The blind was then taken off his eyes and he was asked to tell what object had been taken away.

We had our Thanksgiving party on Wednesday. We spent Monday and Tuesday in getting ready. The children made all the decorations for the table. These were paper chains fastened to the corners of the table from the center of the chandelier, and ruffled ribbons out of tissue crepe paper. These were laid across the table with bows at each end. They made candy boxes of paper, popped corn and made

balls of it, which they covered with red tissue paper, and put one at each place. For their luncheon they cooked rice and cooled it in molds with a pear in each. They had been learning the Thanksgiving song of Group I of last year.

Another game was blindfolding a child and seeing whether he would recognize the voice of the different teachers and children who spoke to him.

We had the story of the Shoemaker's Three Little Elves. The children asked to play this, and have shown a good deal of ability lately in picking up stories that were capable of dramatization.

Miss Scates

OK

Social Occupations: (a and b)

The general subject has been the irrigation of farms. We talked about countries where it did not rain very much, and that during long periods plants did not grow because of drought. It therefore became necessary for the farmers to find some way of irrigating. The children first thought that the farmers would carry water around in pails, and when it was suggested that this would be very hard and expensive, they thought of the way streets are sprinkled by having a large tank drawn by two horses. After a good deal of questioning they thought they discovered that the natural flow of water from a high place to a low could be utilized, and by means of ditches water could be carried to different parts of the farm. On the question of where this water could be obtained they thought of the streams and finally of wells. Then, water from streams and wells not being very great, they thought it might be stored up by having a large tank to keep it in. After much discussion, they went to the sand box and constructed farms on this principle. When water was poured from the source from which they were pretending it would come, they found that only a small portion of their farms would be covered with water, as they had made their ditches without any regard to natural sloping. We then talked a little more about the principle of water flowing from one place to another, and they decided the tank must be on a part of a hill, and the ditches all run or slope toward the lower part, else the water would not run. Then

they made another map with better success, but even then one or two of the children made one large tank instead of several, and had to try again. When it was suggested that the farm might have several hills on it, the children first thought they would have to have a tank for each hill, as the water could not flow up, so we talked about the water being led from one place to another by pipes - that this would be a good way to carry it a long distance since the ditches might get clogged up or the water soak into the ground.

None of the children realized that the water could go up hill as high as it started from, so we arranged some glass tubing from a tank which was put up high and bent the tube so that it would come up again, and the children found that the water would rise as high in the pipe as the tank. They found that if we raised the tank the water would go up higher, and that if we lowered it, the water would sink. Then they thought that would be a good way to carry water up one hill if they had the tank on the highest hill - they could then put pipes on the slopes.

The children studied the relief map globe and found where this region of infrequent rains is - that it is near the Pacific ocean and that high mountains separate it from the lands where wheat and corn are raised in large quantities. Some of the children thought that being near the ocean, that would be a good place to draw water for their farms, but others said the ocean was salt water, and most of

them realized that this would be injurious to plants.

One hour both groups recited together. They played a number game with the rings, counting by 5's, 2's and 3's. We also had another number game in which the children were given odd and even numbers, and when the odd number was called, the child with the odd number was to rise; when an even number, a child with an even number. They were at first not able to distinguish between odd and even numbers. This week they dictated a report for the paper.

Mrs. Andrews

Cooking: (a) The children so far have done their own weighing and experimenting, and from this have given directions for cooking. No recipes have been given them. They studied corn and began with a preparation that took the least amount of water. Each week we took up a different preparation, balancing it to get the different proportion of water. They studied wheat in the same way. They were brought to realize that if they did not keep some record of this work they would probably forget it after a time, and we then began to work out the recipes. They have been working with a quarter and a third, and these were written on the board for them. I explained that the number underneath meant the number of parts into which the whole was divided, and the upper number meant the number of parts used. To make sure this was clearly understood, the children were given fractions to write on the board in quarters, thirds, halves and sixths. They

found that when the number above was the same as that below the whole was used; and when the number above was greater, it meant that a part of another whole was taken.

We then worked out the recipe for the cereal cooked and the children wrote the amount used. The name of the preparation was written on the board for them, and all were able to read it. The recipe for flaked corn was as follows:

$\frac{1}{3}$ c flaked corn
 $\frac{1}{3}$ c water

The recipe for ground corn:

$\frac{1}{3}$ c ground corn
 $\frac{5}{3}$ c water

The $\frac{5}{3}$ is to be broken up into a whole and a fraction in the next lesson.

Miss Harmer

Cooking (b) (Two weeks report.)

Cocoa in review. Cornmeal mush.

Cornmeal was shown the children. Some of them called it "Mush." Evidently they had eaten cornmeal mush, and recognized the raw material. Term was given them and the meal compared with what they have had before. The children said it was most like the wheaten excepting in color. Cooking of wheaten was reviewed, which left only the proportion of water to be given, which was 5 : 1.

Recipe was 2 Tb cornmeal. Children are required to work out the amount of water from the proportions given. One child was able without any further help to tell that we needed 10 Tb of water. Others were led to find it by taking 1 Tb of cornmeal which requires 5 Tb of water, then 1 more

Tb of cornmeal requires 5 Tb of water. In this way they were able to work out the 10 Tb of water for 2 Tb of cornmeal.

Nothing new was brought out in the process, as it was prepared just like wheaten. The children were cautioned about the lumping of the cereal, and the method of avoiding it, which was by slowly pouring in the cereal and stirring constantly. Children measured 10 Tb of water and found they equaled $1\frac{1}{4}$ cup.

In this lesson the separation of the fine grains of cocoa by means of sugar and cold water, was the special point dwelt upon.

Farina.

Cereal examined by children and compared with wheaten. Differences noticed. Both made of wheat. Comparison of bulks of equal weights of farina and flaked ~~wheat~~ corn. Children found one cup of farina equaled six cups of flaked corn. Reason for this given by the children. Proportion of water derived from the above, same as wheaten.

From past experience we found that $1\frac{1}{4}$ cup of cereal to $6\frac{1}{4}$ cup of water was sufficient for two people. Pupils found that $1\frac{1}{4}$ C = 6 Tb, therefore they must take 3 Tb of farina and $3\frac{3}{4}$ C of water.

The next point was the prevention of lumps. How can we prevent this? one boy suggested adding sugar to

separate the starch grains. This was an application of the lesson on cocoa. The teacher said this might be done if they wished to sweeten it, but we should rather not. Any other way? Pouring it in and stirring. That is very difficult. Finally the teacher herself suggested separating the starch grains by means of coldwater.

Starch was shown the children who examined it with the naked eye and under the microscope. (The latter was an experiment.)

Cocoa in review. Each child was allowed to make the cocoa after repeating the recipe. Mrs. Baxter

Sewing: Continuation of work previously reported.

Music:(a) Have composed a Christmas Eve song:

Christmas Eve has come;
To-morrow we have our fun;
The jolliest time of all,
The horse and goat and ball.

Dark, dark in the night,
When I crept out of bed,
I tried to see Santa Claus,
But he had gone back to his sled.

Art: Continued work last reported.

Shop

Gymnasium

History: (a) The children have continued the story of Ab in the same way as was done last year, with the difference, however, that instead of taking the story as it is, we have dwelt more upon the details of every day life. I have put in the two or three days in which no huge event such as the sea serpent, appeared in order that the sensational side of the story might not overbalance the life they were getting in these conditions. Miss Camp

History: (b) The children have left their clay bowls not to take up the potter's wheel until later in the year. Most of the class have not done very good work on their bowls. We think it was because all but two of the children had so much work in the clay with Miss Andrews last year. One of the children who did not have this work last year, did very good work.

The children examined the bark of basswood, and then tore out the fibres from the inside and wove them into mats. Two of the children have tried to make baskets, but found it very hard because the pieces of bark we have are not large enough to get long fibres. Miss Hill

Science: (a and b) We have talked about the adaptation of leaves to prevent the cutting off of light from other leaves on the plant. We took incised leaves and the leaves cut into very fine portions and the leaf that is broader at the end than at the base so that the part that is useful would be the least useful part.

We also spoke of leaves that are percolated with holes in order that the light could come through, and the rosette habit of leaves.

Miss Andrews

Cooking:(a) Farina

The points made in this lesson were very nearly the same as those on the one for Group III (b). The children grasped them a little more quickly because of their greater maturity. This was especially noticeable in the observation of the starch grains under the microscope. They were intensely interested, and one of the boys said they looked like big little eggs, which proved that he got the idea of the third dimension.

Cocoa in review as in Group III (b).

Suggestions for number work:

Recipe: 1 T sugar
 1 T cocoa
 1/2 c milk

To find the required amount of sugar, milk and cocoa for a family of 4, 5 and 6.

Mrs. Baxter

Cooking: (b) Cornmeal and Cocoa.

Cornmeal compared with other cereals, especially wheatena. Cooking of wheatena reviewed by children which led up to cooking of cornmeal, the only difference being the proportion of water, which is 5 : 1. The recipe was calculated by the children, the amount of cornmeal given by the teacher

2 Tb cornmeal
10 Tb water

The lesson on cocoa was a review, but more stress was laid upon the separation of the fine grains of cocoa. Cocoa compared with sugar, small samples mixed and effect of mixture noted by children. Mrs. Baxter

Textiles (a and b)

Have continued spinning. Miss Harmer

Art work: Have continued work reported.

Sewing: Have continued work reported.

(a) Two periods spent in making their clay bowls.
Miss Lackerstein

(b) Two periods spent in sewing. Miss Lackerstein

Music

Shop

Gymnasium

History (a) I talked to them about the League of the Iroquois and their way of electing sachems, and the difference between the sachem and chief, also their way of calling together a council by runners. I told them about the trails and the way they were worn down from the number of Indians following the same path until the trail was really worn below the surface.

I also told them about the way the Indians looked at children, and that among the Iroquois the children belonged to the mother, and the property of the father would go to his sister's children rather than his own.

We summed up the plains Indians and the Iroquois, and spoke of the difference in their government and the way they built their houses and their general manner of life.

I asked the children where they supposed the Indians had come from, and told them one of the stories of their beginning: They used to live under the ground and one Indian strayed up through a crack in the earth and found him a woman. But then the crack closed and the rest of the Indians were obliged to stay underneath the ground, and all the Indians on the top of the ground were believed to be descendants of the two. I asked the children how they supposed the Indians came, and they had very confused ideas about the Indians and the Pilgrims. I straightened them out by telling them that the Pilgrims were white men and found the Indians here when they came. We looked at the globe and found North America and found the nearest land

to North America was Asia, and imagined that the Indians might have come over by crossing Behring Strait.

Miss Hill

History (b) On Monday I read to them "Hiawatha's Sailing" from Longfellow, getting their explanation of the language given. We followed the choice of Hiawatha in selecting the woods for his canoe - the birchbark for the boat, cedar for the ribs, larch rootlets for tying and binding, resin for calking. We explained why Hiawatha addressed each tree and asked permission to take its woods, on the ground that to the Indian the tree had a more or less conscious existence. I asked the children how Hiawatha knew what kind of wood to get for each part of the canoe, and they said it was because Indians had made canoes so many times and tried all kinds of trees.

We discussed Hiawatha's clearing of the stream to make "the highway of the nations". I did not bring out here as I might have done, the possibility that this stream which Hiawatha cleared was the beginning of the Ohio. It seems to me that it might not be straining the point at all to imagine that it was this river.

One period was spent in reading to them from "The Iroquois" by Minnie Myrtle a story of Red Jacket. He is the best known historical orator among the Iroquois, and parts of his speeches were read to the children, and the simple story of his life told. His speeches are full of

the picturesque of Indian thought, and I was particularly interested in seeing how this appealed to the children. They were able to understand the metaphors he used, without any difficulty. One of his most famous speeches is where he accuses the white people of having taken the lands of the Indians. In this he speaks of the Indians calling the white people brothers when they first came and "giving them a seat," and that when more white people came, they "gave them a larger seat." He also compares the white people to a tree in the forest which has grown rapidly and overshadows all the other trees in the forest, and many other metaphors were used, in fact the speech is full of them, but it did not seem to trouble the children at all to interpret these, indeed I have been surprised to see how readily they could interpret the literature of Hiawatha. The children looked at the picture of Red Jacket in the book and were impressed with the face of the old sachem. They were told of his visit to George Washington, and of his telling a friend afterwards that after each dish served at the table a man came and ran away with his plate and knife and fork and brought back clean ones, and asked what this was for.

One period was sent in discussing methods of Indian burial. The scaffold on which the dead were placed with fire beneath for a number of days, the personal property buried with the person and the reason therefor, and the final collection of the bodies from the scaffold and burying of them when the Indians left a locality. The children

were interested in the fact that the Indians were very fond of the place where their fathers were buried?

We have continued the Algonquin legends of Master Rabbit and such little legends as the children make up at home and bring in.

There is a gradually increasing interest in both reading and writing in the class. Nearly all of the children can now work for half an hour at reading without much fatigue. One or two write easily and very well. There is a tendency on the part of most of the children to write very find and to crowd the ^{lines} letters close together. They seem to have the idea that this is the best kind of writing. I suppose this comes chiefly from seeing writing mostly in letters. One or two of the children are not able to write more than five or six words in twenty-five minutes.

Miss Runyon

Cooking: (a) : After recalling the effect of cooking starch or starchy food in water, a portion of the egg was placed in water and boiled; it did not pass through the water and it thickened it, but formed a firm white mass, while the water remained unchanged. Concluded that the egg did not contain starch as some of the class had suggested last week. Name of albumen given to the substance in the egg which thickened with the heat. Tried two ways of cooking white of egg, viz. in boiling water and in water just below simmering point. Compared results and found that cooked in boiling water, tough and white; that cooked in lower temperature was soft and

of jelly-like consistency. Concluded that albumen was best cooked at low temperature. Tried action of salt and of vinegar upon white of egg, and found that in each case the albumen was slightly thickened.

Calculated the amount of cocoa required for class each child to have $3/4$ cup. Eggs cooked and cocoa prepared.
Miss Tough

Cooking:(b) We reviewed the experiment with egg, getting the cooking temperature for albumen and the condition of the albumen when properly cooked.

We worked out the composition of milk in a general way. The kitchen was cold and they were not able to do the experiment, but by boiling the milk they found there was just a small quantity of albumen present, and that to make a custard they would have to add the albumen of egg to albumen of milk, and sugar to sweeten it. They used the double boiler to regulate the ~~swaking~~ temperature in the slow cooking, and stirred the mixture constantly to disperse the heat evenly. They watched to remove the custard at just the right point. The idea of extracting the heat by putting the custard into cold water if it were slightly overcooked, was brought out.

OKs answer

Reading (a) In reading they spend four half hours a week. The children with the exception of one, are able now to make out their own simple words. Where they are words of more than

~~that it is necessary for the teacher to divide it~~

into syllables for them. In teaching them to make out their words, I have taken a list of syllables such as and, it, ank, ink, and taught them to recognize them as wholes; then they have formed words by putting consonants before the syllables. The work so far has been taken entirely from their history, and the last two weeks they have been able in a half hour to read a composition of between 75 and 100 words. Of course these words are those that are used in their history work constantly, such as Iroquois, houses, Indians, skins, leaves, etc. I tried the experiment of taking the little "Heart of Oak" reading books one half hour last week and gave them a little poem by Christine Rosetti. It contained only two words which they had seen before, and all the children were able to make out one stanza of four lines during the half hour, and part of them made out the two stanzas.

Another day they were given the little Mother Goose jingle of "One little, two little, three little Indians." They read the whole of this in about 15 minutes. Most of them were familiar with it, but they depended to a great extent upon the words themselves, rather than upon their memory of them, as was shown by the fact that some of the children did not recognize the poem until they had read three lines of it. Miss Bacon

Number : (b) Have been summing up numbers still, and working out problems in connection with their cooking. A recipe is given them and then they compute the amount which will be needed for families of different sizes.

Miss Bacon

Textiles: (a) Half the class are still practicing on their spinning before taking it home. The rest are making baskets while waiting for the whole class to go on with their work.

ON Miss Harmer

Science: (b) Have continued the study of latitude and longitude and have found with the aid of the globe the latitude and longitude of several places and learned how to write it.

Art: Continued work last reported.

(a) Spent two periods in work on wigwams and an Iroquois house.

Miss Lackerstein

Music

Shop

Gymnasium

History: I have tried this week to see whether the children would have any idea of how a village would develop into a city. We talked a good deal about the early village of Chicago, the life of the people, their occupations, and had come to know individual families. Now I asked them why more people would be likely to come. Some of the children suggested for trade with the Indians as the others had, or for the sake of the rich soil, etc. I asked what good the rich soil would be beyond what the people could use themselves, and the children suggested that they might sell the wheat and corn raised, but after a discussion they found that it would be very expensive to take these products to the east where they could best be sold.

We discussed the early government of the city - the President and five Trustees, and considered them anxious to make the resources of Chicago of more value.

I told them of the Erie Canal that had been built from Buffalo to Albany, and one of the children found these places on the map and we traced the water connection from Chicago to the Hudson and down to the Atlantic and to the colonies on the coast. They were told that this Canal was completed in 1825 and had taken fifteen years to build, and that during its construction the idea occurred to the people of Chicago that they might have a canal connecting Lake Michigan and the Mississippi river. Chicago would then be on the route either northeast or southeast.

To get at the idea of the cost of the canal, I read

to them Maj. Long's description of the portage when he surveyed it. The children seemed to have very crude ideas of taxes. They suggested that "every man in the state might chuck in ten cents," to pay for the canal. They had, of course, no conception of what a million dollars might do. Most of them knew the Biological buildings at the University and I told them I thought these cost a million dollars, and that it took seven times that amount of money to build the Erie canal.

We spent part of the time in trying to decide when the people of Chicago would give up the old method of the ferry across the Chicago river, and put up a bridge instead. We got at the idea of the inconvenience of having to wait for the ferryman, and the number of people that would use the bridge if the village were built on both sides of the river and finally the time would come when the people would be willing to be taxed for the sake of the inconvenience.

The reading for the children has consisted of the life of LaSalle which they are now copying in order that they may have their own copy of it, and the Master Rabbit Legends. They have improved very much in reading during the quarter. Two of the children read very fluently; two or three others need very little help in such work as I give them; two still need a great deal of help, and I am giving George about fifteen minutes before school each morning. All are more interested in reading and writing than they have ever been before. All can read or write a half hour without any fatigue I think, and their concentration to

their work is increasing from week to week.

Miss Runyon

Cooking: Same as Group V (a)

Number: Same as Group V (b).

Science: Began the study of the geology of this part of

the State, and have written a few sentences about it.

Miss Andrews

Textiles: Worked out the development of the loom, as far as separating the thread. They were then told to prepare a loom at home and work out some scheme that would be practicable for separating the thread. Johnson was the only one who responded, and the class was given other work and another chance.

OK

Miss Garner

Art: Continued work last reported

Sewing: Continued work last reported.

Shop

Music

Gymnasium

History (a) We discussed Braddock's defeat, taking the account in Scudder as the basis for our work. The children criticized Braddock severely for his assurance, for his failure to profit by Washington's advice and for underestimating ~~the~~ the value of Indian allies. They enjoyed Scudder's statement that Washington was not a "foot-ball" in the hands of Dinwiddie and the House of Burgesses. One boy thought that for Washington to have accepted the title of Colonel with only a captain's authority, as Gov. Dinwiddie wished, would have been just as if Group VII (a) were to be put back into Group VI and then be called VII(a).

Miss Hoblitt

History (b) This group has been studying the voyage of Magellan around the world. In doing this it has been necessary to compare the size of the continents and the size of the oceans and the position of the continents in relation to each other as to latitude. The children compared the distances from Spain to the Spice Islands if the voyager took the route from Spain around the southern part of South America, and across the Pacific, or if he took the route around Africa and across the Indian Ocean.. An hour of time has been given this week to writing out the trip of Magellan as a whole. The spirit of adventure has appealed to Group VII(b) especially, and they have enjoyed very much the magnificent distances covered by Magellan and his overcoming the great obstacles in the magnificent way that he did. Twice a week Groups VII(b) and VIII(a) recite together. Generally one of these periods is given to writing.

Miss Bacon

Number work: They have continued keeping the accounts of the school. Three of the class do it quite easily and keep ahead of the others. The rest of the class are rather bored by them and do not get a great deal from them - simply a little addition. Miss Hill

Science: In geography they have looked at the map of the eastern states and have written down on paper from the relief map the character of the eastern states, taking each state and calling it flat, hilly or mountainous. They are also finding out how much sea coast it, and whether many rivers. Miss Hill

Science: (b) Most of the class have finished the measurement of the yard and expect to make a map next week on large paper. They expect later on to make a map of the world showing showing the wool and cotton districts. With a view to that they have been looking at North America and Europe and stated the general characteristics of each country - as to whether mountainous, flat or mostly plains, and also the number of rivers. Miss Hill

Cooking: (a) They reviewed the composition of the egg, and the effect of heat on same. We worked out the composition of milk. The children gave everything except caseine, with which they were indirectly familiar, in their previous work. From their work with tomato soup they knew that there was something in the milk that formed a curd when acid was present. They also have experienced that when that present

present. . From their home experience they knew that rennet formed this in milk. They knew it was not albumen similar to that in the egg, but that it would coagulate with heat. They knew that cheese was formed from this curd and were given the name caseine. The percentage of each substance in the milk was given them, so that then the percentage of caseine was given it made up the whole.

We mentioned the various industries connected with milk. Someone mentioned lactose as used in coating pills and as being added to babies' milk. They were told that this was because it was so much more digestible than beet sugar or cane sugar. The children had seen cheese-making on a farm and mentioned the whey as being fed to the pigs and calves. The butter making from cream had been noticed also, and someone mentioned the centrifugal machine. One of the children asked where the sugar went to when the milk soured. An inquiry was made why milk soured - if it was not a germ of some kind, and they were told that this ferment acting on the sugar changed the lactose to lactic acid. As soon as this change was formed, the curd was separated from the whey. They gave directions for cooking custard with little help.

Miss Harter

RA

Cooking (b) Spinach and Eggs.

Spinach was examined as to part of plant used. Children were led to see for themselves as far as possible of what the leaves consisted - water, cellulose and mineral salts.

The last ingredient was given by one of the pupils who had remembered it from last year. What do we wish to preserve in the vegetable? The mineral salt. By comparing this vegetable with the onion, the pupils were led to see how to cook it.

The lesson on eggs was not as satisfactory as I should have wished it. The first experimnt was the taking of the different temperatures of water from the cold to the boiling. Most of them failed to do so.

The next was the cooking of albumen and yolk and testing it at different temperatures. The Pupils found that the yolk coagulated sooner than the white. They also found that both became very tough on boiling. Most of them tasted the product, and they said one might as well eat leather. The children concluded that the water must not boil if the eggs were not to be tough. The eggs were then boiled and pupils tasted the temperature of the water occasionally to keep it down to almost 180°F.

Remarks: The lesson was not a perfect success although the class got through in a fashion. Both teacher and pupils felt hurried. Due to

1. Lack of preparation on part of teacher
2. Too much attempted in the hour.

Mrs. Baxter

Textiles: (a) Are working on their baskets.

Miss Harner

Textiles: (b) The beginning of the use of wool in the manufacture of clothing. The raw wool given to pupils to clean. The talk was rather informal while the pupils were at work. The cause for the sticking of the fibres was dwelt upon and connected with the observation made on the wool fibre as seen through the microscope. (Scales)

Each pupil had cleaned some wool in the preceding lesson. What must we now do to prepare the fiber for spinning? Pupils knew the term carding from last year's work. They found some difficulty, however, in doing the work. One pupil succeeded in making a long sliver so that he found it in the way. This suggested winding it upon a stick, which foreshadowed the distaff.

Mrs. Baxter

Sewing: (a and b) Design for sofa-pillows drawn on paper and transferred to crash pillows. This required measuring and accurate placing of design.

Miss Tough

(b) Study hour in writing out countries of Asia with reference to mountains, sea coast and plains.

Miss Jackerstein

French: (a and b) These Groups have commenced to follow the same work as the older children, but more slowly. They have had the fable of the Fox, and have repeated short, easy phrases. Though the phrases were well understood, it was difficult to get them to tell them, or to confine their replies to the questions given them.

Mrs. Delpit