

History: (a) Same as Group VII (b)

History (b) We continued the history of the Jamestown settlement under Captain John Smith's administration, contrasting his plan for the development of natural resources with the demands of the London Company, for the search for a Northwest passage, with the settler's craze for gold, Etc. One period was spent by the children in reading from different sources, one in their report upon this reading, and the third in discussion of material furnished by the teacher.
M. Hoblitt

Latin: (a) They are working on Senex et Moris, but have suspended in favor of the Christmas song which is a Latin hymn by Pope Gregory. This has been memorized from dictation and a spelling-match upon the words.

Latin: (b) Have done the same work with the song and are working now on grammar. They have taken up the subject and object cases of the three declensions, and I am especially working to get them to see what constitutes a sentence.
Miss Schibsby

Science: (a-) They continued their work of putting up bells, which involves the putting in order of the ammonium-chloride cells, and making a push button.

Science: (b) This Group has been divided into sections which are working together on the following problems:
Making a dynamo of a motor by means of a second motor, and setting up a telegraph circuit.

Miss Camp

French (a and b) This week I have related to Groups VIII (a and b, IX, and X a little story. The first time I have translated approximately the expression which the children did not know, and have written on the board new words, which they have copied to learn. Then I have repeated the story without translating, in order to familiarize their ear with French sounds. Then I asked questions on that which they had forgotten. Some were able to attempt to repeat the story as they understood it, but awkwardly and with difficulty. They are generally more attentive and more studious than at first. These stories will be for each Group, a reason for several exercises on verbs which they have met, or noun around which to group new words.

Mlle. Delpit

Science(b) The time this week was spent in correcting papers they had written the week before on the geology of Chicago.
Miss Andrews

Cooking: (a) Same as Group VII (a)

Cooking: (b) As a review they have prepared custard and creamed beef for their luncheon. In continuation of their study of meats they have to-day to prepare stock to be used next week.

Miss Harmer

Number: (a) Have continued on the problem of the comparative contents of a cylinder and a square prism.

The same method is pursued in this Group as given in Group VIII (b) a few weeks ago.

Miss Bacon

Number (b) Have spent 1/2 hour this week in learning how to sum up numbers readily. They had very peculiar and long methods for doing this, and so this half hour was spent in teaching them to do it by tens, and also in adding two columns of figures at the same time.

Miss Bacon

Textiles: (a) Are weaving Hawaiian mats.

Miss Harper

Textiles:(b) Are fitting up the Navajo loom.

Miss Harper

Sewing:(a and b) Same as Group VII.

Music

Art

Shop

Gymnasium

History: They had begun last week to read the description in their copies of Fiske of the beginning of Carolina. Many of the references in this were obscure, and so one period was spent in elaborating them. The book said that Charles II gave the land to six of his friends whom he wished to reward "for valuable services", and mentioned the Duke of Albemarle and the Earl of Clarendon. The children were told that the former was the chief agent in securing the recall of the king, and the latter had been his advisor throughout his exile. We brought out the fact again of the Royalists who had left England in the time of Charles II, and decided that a good many had remained and helped to bring about the Restoration.

Jean Ribaut was mentioned as having given the name Carolina in honor of Charles IX of FRANCE France. In their books he was called "unfortunate" but no explanation given. They were told of his French colony which the Spanish believed to be on their ground, and of the attack made upon them by the Spanish and the fate of the little colony at the hands of Menendez.

Other points were taken up in the same way, and on Tuesday they spent the hour in writing in connection with the outline given them in Fiske. Two of the girls spent the noon hour in reading over their history lesson and then began the writing. In one case scarcely a mistake was made in the work. All of the children seem to enjoy this way of testing themselves much more than writing general papers and I have thought that for the time it would be

better for them. Especial attention is paid to the formation of good sentences and to good spelling. I am with the children during this period and direct their work.

When all had finished their work, we had still seven minutes left and one of the children related the story of "The Head of a Hundred." This is a description of life in Virginia at a time when the counties were called "Hundred" because they were occupied by a hundred families. The story is by Hans Walden Goodwin, and the child had been asked to read it and report upon it.

One of the thrilling events related was a duel. The children were asked if duels were common then, and said they were. They were asked to look up for next time the name of a Vice-president of the United States who was engaged in a duel and killed a man. Ralph looked it up and told us of Alexander Hamilton's duel with Aaron Burr, and the result.

We took up next Gov. Spotswood's rule in Virginia. We brought out the right of habeas corpus which he brought to the colony, his expedition against Blackbeard, the pirate and his trip to the Shenandoah valley. This was read from "Stories of the Old Dominion." Miss Runyon

Latin:

They are still working on the Argonautic Expedition and are doing a good deal in grammar work. We have analyzed English sentences as well as Latin and have tried to get the idea of dependent and independent clauses and the relation of phrases.

Miss Schibsby

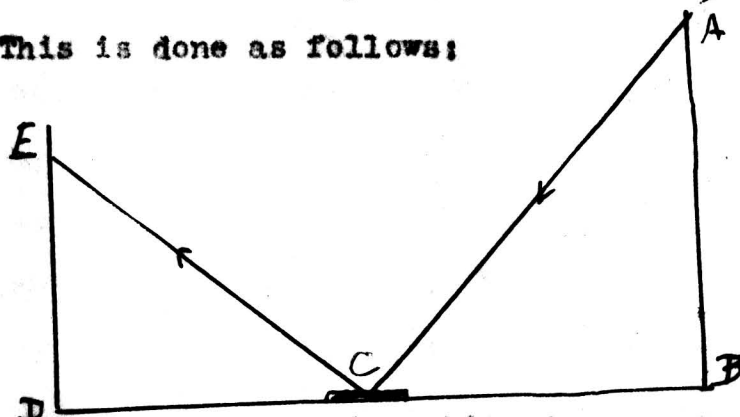
Science: We are determining the focal length of our convex lens, making the construction for the image in a convex lens, doing a little work in reflection, and have begun a little work with the photometer.

The three determinations of the focal length of a convex lens agree, both among themselves and for different observers, about as well as we should probably expect. The construction for an image in a convex lens, is made four times with dimensions which I give. In two of them the object is nearer the lens than the principal focus, and the construction for this case is found a little puzzling at first. The children find that in all these constructions they have to be very careful, for a tiny error in the construction usually means a large error in the image.

The work in reflection is in two parts. First a meter stick is held perpendicular to a mirror and the distances back of the mirror of the image of the various marks on the meter stick, are noted. This gives us the basis for the image in a plane mirror. Two constructions are made with dimensions which I give. Paul and Ralph have also made the construction for the case when the object is an arrow and not a point of light.

The second problem with the mirror is the determination of the relation between the angles of incidence and reflection, or rather between the complements of these

angles. This is done as follows:



AB is a meter stick, and C is a bit of paper on the mirror. The image of mark A on the meter stick is sighted along C by the eye E. Then the distances ED, DC, CB, and BA are determined. This gives us the tangents of the angles EDC and ACB, and from the tables the angles can be found.

The work with the photometer we have just begun. The photometer is made so that by means of two slanting mirrors light from opposite directions is reflected onto a bit of paraffined paper, the spots of light from opposite directions being side by side. A candle, A, is placed eight inches from the photometer, and another candle, B, is placed on the other side of the photometer at such a distance that the two spots of light are equally bright. Half of the flame of candle B is then shaded, A is moved away until the spots of light are of equal brightness, and the distance from A to the photometer is measured. This is repeated with three-quarters of the B flame covered, and again the whole experiment is repeated beginning with A ten inches from the photometer. No one has yet reached any results with this. A part of one hour this week we devoted to a discussion of instruments in which lenses are used.

The class had been asked to make out lists of all the instruments they could think of that used lenses, and we had some fifteen to talk about. The one of greatest interest was probably the spectroscope, and we expect for one of our hours next week to go over to Ryerson Physical Laboratory and see a spectroscope and a few spectre.

Mr. Jones

Cooking: Same as VII (b)

Textiles: They cleaned the fleece for the younger children. They arranged themselves a scheme for doing rapid work. One child was to remove the burrs, and pass the wool on to another who removed the coarser dirt, then to another who did the finer cleaning, and then to the carder who carded it and arranged it on a distaff.

AM

Miss Harmer

Art Continued work last reported

Sewing: Continued work last reported.

French Same as Group VII

Music

Shop

Gymnasium

Sewing: Calculated amount of linen needed for a doily seven inches square, for each member of the class. Also calculated the cost. Material is one half yard wide and costs fifty cents per yard. Worked on cushions and mats previously started.

Miss Tough

While the older children are washing their dishes, the younger children are left undirected, and allowed to choose what to do. They had been playing Santa Claus, so on Monday we took up the subject to systematize it, and began with the preparations made for Santa Claus everywhere. We had the story of "The Night before Christmas". The children asked to play it, and we have spent the week on it. Some of the children made chimneys out of the large blocks, others cut them out of paper and made the stockings to hang by the fireplace, and Santa Claus with his sleigh and reindeers. This has given a good opportunity for imaginative drawing. The children have painted the story, and drawn it, and cut it.

Connected with this work, we have been making presents for people at home, and the decorations for our Christmas tree. The youngest children made for a present to the mother, button boxes out of four capsule boxes pasted together and bound with fancy paper tied with ribbon. These were fitted with needles and thread and buttons. For their fathers they made laundry lists. They covered a piece of pasteboard with fancy paper for the back, and then fastened on the printed lists and tied them with ribbon. The four-and-a-half year old children made hair-pin boxes for the mother, by covering a ribbon bolt with fancy crepe paper, stuffing it with hair and fastening it with ribbon. For their fathers they are making a picture

Sub-primary. Groups I and II. December 16, frame. The older children wove a basket out of rattan. They did ~~this~~ as their third piece of weaving, and took special pains to have it right since it is for a present. Some wove napkin rings out of material brought from the Canadian Indians. This is strips of bark dyed in colors.

We have a new game of forming two lines; ^{those in} one line were to act out something, and ^{those in} the other line guess what they were doing. We sang

"Here we go. Here we go.
Walking in a nice straight row.
Can you guess? Can you guess?
Guess and guess and guess again."

Washing and ironing and other activities ~~were chosen~~,
of the kindergarten ^{we chose} ^{when} With one exception they showed how a turkey was picked.

We have taken up a new song to the tune of "Hark I hear a voice way up in the mountains."

"Days are getting cold and Christmas time is drawing near.
Santa Claus will come. Santa Claus will come

Cho. Ting-a-ling-a-ling the sleigh bells ring.

"He will drive up in his sleigh on Christmas eve when we are all asleep,
And our stockings fill with toys, our stockings fill with toys.

This is the first song that the children have been willing to sing alone. One would sing the verse and the rest join in the chorus. We have tried taking ten minutes each day when we are sitting around the piano, to learn some new song. This way the children could sing them without having their minds distracted by any activity con-

nected with them. We have learned several little Heidelberg songs.

We cooked whole rice for the first time. The children were interested to find that it drank up more water than anything they had had. A quarter of a cup of rice required two cups of water.

Miss Scates

OK

Social Occupations.(a and b)

We have taken up the sheep farm. The children talked about the kind of land that would be valuable for a sheep farm, and decided that if a farmer were going to make a specialty of raising sheep he would not buy land that was very valuable, but that rocky land would be good for sheep though it would not be good for grain. The only necessity would be a place where grass grew well and where there was water. They thought that sheep would not be raised in a very warm country because the wool would not grow ~~well~~ thick there and the farmer would raise sheep for a large crop of wool.

They examined wool raw and noticed the burrs in it, and were reminded of the seed distribution in the fall, and how the unwilling sheep disseminated the seeds. They noticed the natural oil by dipping the wool into water and noticing that it was not easily wet. This they compared to ducks feathers which shed rain.

They burned some wool and noticed the characteristic odor, and compared it with the burning of hair. They tested different kinds of cloth - cotton and wool - first by feeling of them, then by noticing their absorbent qualities and discovered which was wool and which was not. The children pulled some out and saw how easily it could be made into thread by a little twisting.

They played that they were shepherds guarding their flocks. They talked about the dangers to the sheep

Dec. 16, 1899

and how little natural protection they had, and therefore the danger from the attacks of wolves and other animals. They made farms in the sand-box, with sheepfolds, and places for watering, pretending that they were shepherds. Some played that wolves came and they could not well protect the sheep, and some that dogs ~~were~~ would help protect in caring for them, and discussed the value of shepherd dogs.

After they had arranged their farms, some of the children bought sheep at \$5 each and found how much money they would have to pay. Some wanted to buy a hundred sheep and were told to count out the number they wanted, pretending that grains of corn were sheep. Some could count to a hundred, but most needed help. They looked at pictures of sheep and found that in all the pictures the sheep were huddled together. They thought that perhaps they liked to go together, and would always follow the need of another.

Miss Andrews

Cooking (b) Flaked wheat and wheatena compared.

Structure. Made of what? Color noticed. Recalled the appearance of starch grains as seen through a microscope. Pupils made drawings on the board. When asked what the grains looked like they said "EGGS". "Why not like a ball?" "Because they are longer one way".

Flaked wheat was prepared, using $1\frac{1}{2}$ C cereal to required amount of water which was worked out by the children. Special stress put upon orderly work in dishwashing, etc.
Mrs. Baxter.

Dec. 16, 1899.

Sewing: (a and b) Continued same work.

Art work: (A and b) Have finished their clay figures.
Miss Cushman

P.R.

Music: (a and b) I sang the tune of "Birdies, Fly" to them and then they sang it after me. Each child then sang it alone. We worked to have the birds fly up just in the right way, by singing just the right tones. Quite a number of the children could not sing on pitch, but this little tune has helped them wonderfully, and there are only a few who can not sing the pitches. All the groups enjoy this work, and they show it by working diligently. They enjoy the "Cradle Song" and they ask for it to be played again and again. I told them a little about Schumann and his works, which also interested them.

Miss House

Shop

Gymnasium

History (a) On account of the small number in the class, the work this week has been more filling in details of work already done than in any advance. The children got together the pottery they had made during the fall, and arranged it according to its merits. They decided by a majority vote on preserving ~~the~~ four as the best pieces. They then had eight which they declared were too good to through away, and when it came to the question of destroying the other twelve or thirteen, they wanted to preserve these also for individual reasons.

During two periods they worked with Group IV (b) in dying and weaving which will be reported with that Group
Miss Camp

History: (b) We have had only three or four children, so the work has not been taken up much in advance. We have talked about the domestication of animals. Their idea was that people would first bring home wounded animals for their children to play with. I suggested that if they found young animals these would be even nicer, and they saw that these would grow up with the children and gradually become tame. We brought out the fact that in a herd of animals, one in the pack would often signal to the others when an enemy was near. From this the children thought that they might signal to men in the same way and so be good watchers. We spoke of their use in aiding in the hunt; ~~this referred particularly to a dog which might be a descendant of the wolf.~~

In hand work they have gone on with their weaving of mats from the inner bark of the basswood, getting it from a piece we have in the school. Miss Hill

Science: (a) We have planted seed which are to be kept in different degrees of light when they have sprouted. Some are to be kept in sunlight, some in the dark, and others in diffused light or shadow. This is done in order to see in which light they grow best. Miss Andrews

Cooking: (a) Comparison of cracked and flaked wheat with wheatena. Structure and color noticed. White part on the inside of the cracked wheat. What is the white part. (Starch) Appearance of starch through microscope recalled. Especial point of lesson was the comparison of equal weights and from this to derive the receipt for cooking the new cereal (cracked wheat). The result was written on the board and read by the children.

1 cup of wheatena = 3 cups of flaked wheat

1 cup of wheatena ; 1 cup of ~~cracked~~ wheat.

The last sentence was read quite readily.

Note. No practical cooking because of the cold.
Mrs. Baxter

Sewing: Continued work last reported.

Art: Have given them subjects bringing out different aspects of landscape. I showed them pictures of sea shore and lake shore, and they attempted to reproduce them in their own way.
Miss Cushman

History:(a) So few children have been present in this group that the time has been soent in filling in details, bringing them up to the level of the class.

Miss Hill

History: (b) As a basis of comparison of the ~~plane~~ Indians with those who lived in the highlands, I asked the children to tell me individually which they would prefer to be - an Algonquin or an Iroquois. One or two said Algonquin and gave as a reason the buffalo hunt which they thought they would enjoy, and the value of the buffalo for food and clothing. They were reminded of the Iroquois hunting the ~~xx~~deer which was thought to be equally interesting and valuable. Then one of the girls said she would rather be an Iroquois because they were more civilized, and described this as the effect of a permanent home and settled surroundings.

One period we took the long house of the Iroquois which they had finished in the shop, and the children were divided into groups of two's, each group pretending to live in a different division of the house. We brought out the fact that they were all relatives of the mother or grandmother of the house. that is, that they belonged to the same tribe. Then the children planned where they would keep such furnishings as the Indians had - the fireplace, the bed, which was a shelf along the side; where they would keep such extra weapons or clothing as they had, and described the bunches of corn hanging from the ceiling, and their foods put away in the ground to keep for winter.

We discussed the location of the house near water, and as the children have persisted in the idea that the whole Seneca nation or whole Cayuga nation lived in one house, I drew a picture of the lake around which each nation was grouped and then sketched the different houses in which the different tribes which composed the nation, would live. I told them that each nation was located around water which had the same name, and we made the generalization that the nation gave its name to the body of water.

Two periods have been spent in making hominy in the Indian fashion. I gave them ears of corn to shell, and told them that we were going to take the skins off, and asked them what ~~was~~ it would be then. After a time they decided that this would make what they called hominy. I showed them some wood ashes in a box and asked them what it was. Some of them thought it was clay because it was packed down. Then I told them to feel of it and they decided it was ashes. Then they got at the idea that we were going to take the skins off the corn with this lye.

We had some charcoal and discussed the difference between ashes and charcoal. All the children knew how charcoal is made, and said that the difference is due to the fact that in the charcoal the air is kept away so that combustion is not complete. We spoke of kerosene and gas which burn all up, and concluded that ashes must be the part of the wood which would not burn, and after some thought they concluded that this might be the mineral salts *which we called in alkali* which it obtained from the earth in growing,

We put some of the charcoal and some of the ashes in water separately and they felt of the water and said that ~~that~~ the ashes and water was softer than the charcoal and water and noticed that from the ashes something had gone into the water which was not the case with the charcoal, or that the salt was a soluble. We used a cloth to strain the lye from the ashes, but they were told of the Indian fashion.

The corn was ~~laid to~~ ^{eat} stand over night in the lye and the next day we found that the hulls could be removed very easily. Before putting the corn in the lye, the children had tried removing the hulls with the knife and found how difficult it was. They concluded that ~~them~~ ^{they} had eaten into the husk and so caused it to be easily removed. They were ~~son~~ interested in getting the hulls off that they begged to come back in the afternoon or on Saturday and skin the rest. When this was not deemed best, they begged to take some home to work on. y were much pleased with the white kernels, which I told them we could crack in the mortar next week.

One of the children brought to school an Indian head-dress which she and a ten year old sister had made at home. They had collected all the feathers for it from the chicken yard, and fastened the quill ends in between a piece of cloth doubled. This was made in a long strip and then part of it fastened back in a loop so as to make a band to go around the head, while the rest of it hung down the back. The work showed great patience and care, and the feathers showed that thought for arrangement had been given

Two black feathers are in the front over the forehead, all the rest of the feathers are gray or spotted and arranged with an idea to size and color.

They have been reading this week the legend of "How Master Rabbit lost his tail", and have also read from writing on the board two little stories which members of the class brought in. *So many* ~~Two~~ few of the class have been present all the time ~~so~~ that it was deemed worth while to go on with the regular work.

Miss Runyon

Science:(b) Have spent their time in locating different places on the globe, having given them the latitude and longitude. They found Chicago and places they knew about such as New York, and Boston. We have spent most of the time finding the latitude of the north and south poles and of places on the equator and in discussing why the meridian of Greenwich was a good one since it brought the 180° in the ocean. With the globe we worked out why a day is lost or gained in crossing the ocean.

Miss Andrews

Cooking:(a and b) General review of what had been learned about eggs. Calculated how much cocoa would have to be made, by one child, for the whole class, using the amount of $\frac{3}{4}$ cup of milk for each one, in the preparation. Found how much would be needed if each was to have $\frac{1}{4}$ cup; then, as $\frac{3}{4}$ cup was seen to be three times as much, ~~it~~ was decided that we would need to have three times this amount. Directions

were given for making boiled custard, with cautions against too long cooking which the children were told would curdle it. A demonstration of curdling was given by one particularly inattentive member of the class. Much interest was shown in this. The children found also great difficulty in separating the yolk of the egg from the white.

OK. Miss Tough

Art work. Are doing illustrative work, drawing their Indian house in charcoal. OK. Miss Cushman

Music: All Groups except III and IV have had Schumann's Cradle Song. It was first introduced to them by a story, which described the meaning of the composition.

Then we analyzed it by swinging the rhythm and singing the part the mother sang - which the children without hesitation said was the upper part - then they listened for a second melody and we found one which was the foundation or second melody. The accompaniment was the rocking of the cradle, and they recognized it immediately. We studied the key of the composition - which was G - by singing the scale, and each child in turn played what they had sung, and discovered an F[#] in the key of G.

Some of the children who have studied music think that C is always do, but by singing the scale of G to the syllables, and then playing it, they realize that C is not always do.

Miss House

Shop

Gymnasium

History: The majority of the class has been present during the week, so the work has gone on as usual. I wanted to find out whether the ^{children} people had any definite idea of the limits of a city and asked them ^{whether} when they would know when they came to the end of Chicago in any direction. Most of them thought that it would depend upon the houses and that if they came to a place where there were no houses that that probably did not belong to any town. Some thought it depended upon the streets. I asked them when they would know that they got to the end of their lot at home provided there was no fence, and some one finally said that they could measure because they knew how many feet they had. I asked them where the record was of the number of feet they owned, and they said it was kept among official records of the State. I told them that the limits of the city were just as definite, and that records of the limits of the city were kept, the same as records of individual lots.

I then described to them the laying out of townships of Chicago. I told them of the plan of the U.S. of laying out Townships in squares of six miles on each side. We drew the square and for practice in number work found how many ways it could be divided up. We divided it into mile squares and found that there were 36 that is, that six on each side made a total of 36. Then we divided in 4's and found that there were 9 of these in 3's and found that there were 12, and so on. I told them of the survey of the land for the canal route, and that the U.S. government had given part of the land along the canal route to be sold

to pay for the construction of the canal. ^{We} They read Martineau's description in "Strange Early Days" of a land speculation sale which she gives there. Albert suggested that it was "mean" to buy land for so little and sell it for so much on the same day.

We spent one day in making a map of Chicago in the sand, showing the lake front and the river and the branches of it. Three of the children were delegated to do this, and got it all wrong. They got the river much larger than the lake, chiefly because the idea of a bridge had occurred to ~~them~~ one who had a long ruler to use for this, and so made the river to fit his bridge. The other children in the class begged to be allowed to ^{re}make the map, and did it much more accurately. Then I drew an outline for them on the board showing the south end of the lake, and the ~~river~~ river and its branches. The next day Albert told me with some apparent surprise that I had drawn it exactly right as he had looked on his father's map at home.

I took up the problem of how to supply water enough in the canal when the level of the land was higher than that of Lake Michigan, and after considerable thought pumps were suggested and they were told of their construction and of locks to regulate the flow, and of the use of other rivers as feeders.

Then I told the children that the people had not correctly estimated the cost of the canal and that there was not enough money to finish it and asked them to think of a way the people could get more money. At first, none

could think of anything except more taxes. Then one of the boys suggested that they promise to pay the workmen, or that they pay them in grain or produce. Finally they were reminded of a time when they wanted to go on an excursion and had no money. Then they suggested that the State might borrow. They were told that this was done and the canal finally completed. Then we mentioned tolls as a means of income above running expenses.

Miss Runyon

Science: They have spent an hour in writing of the geographical condition of Chicago. Part of this time was spent in getting their ideas into sentences so they could write them. They were able to take up this subject quite as intelligently as the older children had done.

Miss Andrews

Cooking: Same as Group V.

Art work: Have been drawing the emigrant wagon of the plains with an idea ~~of~~ perspective. I drew a picture for them, then rubbed it out and asked them to draw it.

OK

Miss Cushman

Shop work: They have begun to construct an emigrant wagon to illustrate the coming to Chicago of people from the east.

Mr. Jones Ball

Music: Groups VI, VII (a and b), VIII (b) and IX are writing the melody of the "Cradle Song." First they sing the melody, then they write it while the complete composition is being played.

Miss House

History: (a) The children have read, partly for themselves and partly in class, the chapter in their Scudder which describes Washington's difficulties as commander of the Virginia forces. We then summed up the chapter and spent one period in written work upon it? We discussed also the removal of the French from Acadia. The children were told briefly of the history of Acadia before the outbreak of the war, and the weakening allegiance of the French, and were asked what the English would be likely to do to prevent trouble there. One suggested that the Acadians be put to death, and another that they be removed. The class was divided as to whether this was a cruel or a necessary measure. They were then given Winslow's account of his dealings with the Acadians. One boy tried to simplify matters for the others by suggesting what we would have been likely to do if there had been a large colony of Spanish citizens in this country at the beginning of our war with Spain. Colonel Winslow's proclamation roused anxious questions - would the French be allowed to keep their furniture; would they keep together in families, etc. Afterwards they read Wm. Wright's account of the exodus, and one pupil with masculine superiority excused her sentimental attitude on the ground that that was just the way a woman - at least most women - would be likely to look at it? They seemed to feel, however, that it was not an easy matter to decide as to right and wrong of the affair.

Miss Hoblitt

Science:(a) Work has been more or less irregular. We have worked on the geography and drawing of maps. We talked about a circle and saw that if a square were twirled rapidly it would look round and so it was made round by people who used it for a spindle in order to avoid the extra friction. I told them how circles could be measured by degrees, and we constructed angles of 90° , 60° and 45° .

Miss Hill

Science:(b) They have been drawing a map of South America and discussing the physiography of Peru.

We formulated the multiplication tables from six to fourteen. We have begun on large paper to draw a map of the yard to a scale.

Cooking: (b) Custard. Application of facts discovered in preceeding lesson.

We are going back to cook custard. How many have eaten it? What materials do you think are used in custard? One boy thought eggs and sugar. If we beat up eggs and cook them what do we have? Scrambled eggs. Now sugar would only sweeten them. Another boy said we should have to add milk.

Now what have we found out about the cooking of eggs? Facts recalled. Effect of heat on eggs. Eggs must not boil. How many remember the boiling point of water? One boy remembered it was 212° F. Did you find the thermometer rise to 212° ? No, it was only 209° . If you were at

the level of the sea it would probably be 212°. Why is the boiling point higher there than here? One pupil said it was because of the greater pressure of air upon the water.

Now if you know how eggs must be cooked, what must we observe in cooking custard? We must see that it does not boil. This brought in the use of the double boiler.

Recipe given:

1 yolk
1 Tb sugar
1/2 c milk
1/4 s salt

white beaten and heaped on custard.

Process given.

Suggestions for number work. Calculate cost and calculations for larger families. 1 egg costs 2¢. 1/2 c milk cost ? if 1 qt. cost 5¢, etc.

Mrs. Baxter

Sewing: (a and b) Have outlined in Bulgarian cotton designs which had been made on squares of crash for sofa pillows.
O.K. Miss Tough

Art work: (a and b) Are continuing their work on clay figures.

Music Same as group VI.

Shop

French

Gymnasium

History (B) We discussed the Starving Time and the reforms of Delaware and Dale. The children decided that the colonists themselves were chiefly to blame for the Starving Time, although they thought that the London Company should have sent supplies to the colony instead of demanding that the colony send shiploads of commodities to England. In this connection we took up the natural resources of Virginia, chiefly on the side of the food supply. The children made a long list, including fruits, nuts, fish and other articles of food which were likely to be found in Virginia. We spent one period in summing up the causes of the comparative failure of the colony during the first few years. The character of the settlers, the mistaken hopes of the London Company and of the colonists, as well with regard to the North West Passage and the gold supply in Virginia the lack of a strong government, the common kettle, and the vain efforts to develop trade instead of cultivating crops for their own sustenance, were the main facts mentioned. One child wondered why the colonists didn't give up "long before they did" - before Delaware's coming. They were vehement in their condemnation of the common kettle, as compared with Dale's plan for individual effort. The contract proved a severe shock to their former confidence in Smith. He ought to have known that of course people would not work well if they were to have nothing of their own.

Miss Hoblitt

Science: (a) Only two of the children were present, and as they were behind the rest the time was spent in writing up the result of the last two weeks' work. They formulated from the diagram of the motor they used the principle of the turning of the loops of wire between the two poles of the magnet as the fundamental principle of the electro-motor.

Science (b) The work has been about the same as that for (a) with those who have been present. Miss Camp

Latin: (a) The work has been chiefly review with the two children who were here in order to get them up to the rest of the class. Miss Schibsby

Latin (b) Most of this group have been present, so that we have continued the grammar work. I have dictated to them the story of Senex et Mores and have had them analyze the sentences as the basis or grammar. Miss Schibsby

Sewing: Same as Group VII

Cooking: The work of this group, and of most of the Groups this week has been review. It was thought that they thus could best use the time. Miss Harmer

Art work: (a) Have continued their groups in clay modeling

Art work: (b) Have finished the drawing of the potter. Miss Cushman

Music: Same as group VI

History: Only two or three of the children have been present regularly, so that the time has been spent in extra work on the part of those who could go ahead, and in review on the part of the others. Two of the children have begun to make for the use of the school a large map showing the territory covered in America by the various English grants. This shows New England, Virginia and Carolina extending from the Atlantic to the Pacific in straight lines of latitude. Other children have written interesting papers on Virginia and the times of Spotswood, one describing the expedition to the Shenandoah valley, another the repression of piracy, and a third the introduction of the iron industry. The children were encouraged to take the simple facts stated in the book and enlarge upon them from their imagination.

Miss Runyon

Latin: Time has been spent in review and in helping the children to fully comprehend the work that has been done

Miss Schibsbj

Sewing: They have prepared squares of linen for doilies and have drawn threads for hemstitching.

OK.

Miss Tough

Science: During one hour this week we continued the work outlined in the last report. The other hour we gave to the beginnings of photography. In this latter work we first took a piece of leather and moistened it with a solution of silver nitrate as Thomas Wedgwood did. On the leather

we then pinned a design in paper and exposed the whole to the light. After a time we noticed that the part of the leather not covered by the paper had darkened considerably, while that covered was not noticeably darker than when the paper was put on.

I next gave a brief description of the daguerrotype and then we went on to the work of Fox Talbot. In this we went so far as to precipitate some silver chloride from a solution of sodium chloride by pouring into it a solution of silver nitrate. The precipitated silver chloride was then spread on a paper in the light and it darkened rather rapidly.

On account of the small attendance this week our trip to the University to see a spectroscope, was put off until next week.

Mr. Jones

Art work: From the figure, we have drawn Alden holding the skein for Priscilla. This was a preliminary sketch.
Miss Cushman

Music: Same as Group VI.

Shop

Gymnasium

Science: Same as Group IX

Latin: Only three of the children were present, and at their request we have spent most of the time on grammar work. Unfortunately, the children who were present were the ones who least needed help in Latin.

Miss Schibsbey

History: The work has been additional and supplementary, rather than advance.

Miss Bacon

Sewing: Measured goods purchased for the department, and checked ~~it~~ ^{them} off on the bill. We spent some time mending old aprons and cutting out ~~some~~ new ones for the kitchen.

O.K., Miss Tough

Music: Are writing the same melody as the other Group, but are putting the second melody with it.

Miss House

Art work: We have not begun anything new this week. The children who were present went on with work they had begun.

O.K.

Miss Cushman

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