

at the beginning and read as far as they had time. In Bailey's book they took the chapter on the difference between flower buds and leaf buds. The Agricultural Leaflets contained the same subject matter as the "~~Plant Relations~~". *Lesson with Plants.*

Miss Andrews.

OK

Art Work.

They commenced a study of architecture and I gave them a brief description of its development. We began by the discussion of the definition of architecture. It was defined as "building at its best". It was a little difficult for the children to distinguish between the work of architecture and the architect's plans. They were much confused on this. I explained to them the different kinds of columns--the lintel, round arch, and pointed arch. They easily saw the limitations in each case, as, for instance, in the lintel construction they noticed the use of a large number of columns to support the roof. In the round arch they noticed the lateral thrust and the advantages in the pointed as superior to the round arch. I told them of the countries which used these different styles--the Egyptians and Greeks using the lintel, the Roman and Romanesque developed the round arch construction, the Gothic and Saracenic employed the pointed arch and that the other styles are merely combinations of these. They showed much interest in the points brought out.

Miss Cushman.

Social Occupations.

They have chosen the seeds which they wish to plant in their garden and planted ~~the same~~ in a window box in order that they might see the germination. The children are beginning to take an interest in reading. I wrote the names of the seeds they are to plant on the board and they were able to recognize them when written in sentences on the board.

They have had drill in number work along the same lines as reported last week putting together numbers of different kinds, such as 2, 3, and 5; up to 20 they can unite quite readily. I have also given them a little drill in the form of a game, asking how much 2 and 2, 3 and 5 would be etc. and the one who could get the answer first scored one point. I sometimes gave them as many as 6 numbers at a time. This game has been played with group IV a and b. *Miss Andrews*
Hand Work (a & b).

They made seed labels in the shop measuring them 2, 3 and 5" in length. From each side they drew a line to a point in the center of the top and cut off the corner thus formed so as to make a sharp point to stick in the ground. They have also made looms and began stringing them. I let them do this entirely alone. Some of them made a failure of it and some did it all right. We talked a little about the different kinds of materials that could be used for weaving and spoke of the animal~~x~~, vegetable and ~~animal~~ mineral kingdoms and decided in which kingdom the materials would belong which would weave most easily. They played a sort of game using something in the room that was woven and the others guessed what it was.

They began making mats with the carpet rags they had already cut and braided.

Miss Jones.

Science (a & b).

The first week of the spring quarter have been studying about mines and quarries. We took quarries up first, noting the kind of rock and stone that was quarried (limestone, free-stone, marble, etc.); the surface position of quarry, the implements used in quarrying, the use of gunpowder in blasting. We worked a small quarry out in the sandbox with sand and rocks, showing the outcrop of same on hill slopes, hilltops and level ground. In IIIa. not one child had ever heard of a quarry or had an idea of what it was. Some in IIIb had seen one or more. We then took up mines, noticing the difference between them and quarries, their underground position, extent, products, manner of working, implements, kinds, etc. This was also worked out in the same way as the quarry in the sandbox.

Miss Lackerstein.

Hand Work.

This week they have been looking into the postoffice affairs, learning first the use of communication by letter in the form of messengers and the restriction of it to the court in England, then on through many messengers exchanging mail at different posts--the stage-coach, uniformed men--to our present system, means of transportation, etc. They are now ready to carry out the handwork, making postbags, boxes, etc.

Miss Lackerstein.

Art Work.

They have been modeling in bas relief a tulip. This is the first bas relief they have done and I have used a tulip because it is simple in form.

Miss Cushman

History (a).

Miss Camp.

History (b).

The children started getting material together for a house out of doors. They decided to make it with the side poles of the frame meeting the roof pole which is to be the length of the house. They wish to make it large enough to get into and so dragged a number of branches over six feet long into the garden where they used saws in getting off the side branches.

One day we looked at the clay dishes which had been left in the cellar to dry and selected four or five to be baked in the furnace. We then started modeling with the wheels which the children had made in the shop. One or two used them readily and made very good symmetrical bowls. The others did not seem to gain any advantage in the handling by having the wheel and begged to be alloed to make some other bowls, using strips of clay without the wheel, which I let them do. One half hour we spent in reading. I wrote ~~xxxxx~~ sentences on the board about the house they had begun and they read them.

One day we went out and measured the length and breadth of the garden. Then we began to find the number of feet in so many yards. They each worked with paper and pencil, first putting down how many feet in 1 yard and also how many inches in 1 foot, then how many inches in 1 yard, etc. Two of the children asked to take the work home to go on with. One

brought it back the next day done. He said it was the first work he had ever had to take home. One morning we started a

number game. The children cut out squares of cardboard and wrote on them different numbers up to 4 inclusive. Then the pieces of cardboard were put on the table face downward. The children drew in turn putting the cardboard face upwards before them. If the number drawn added to any of the numbers turned up made 5, the child was entitled to take all the cards from that place. The one who got the most cards of course beat. They very soon did it quickly with 5 and asked to have it again with 10 as the sum.

Miss Hill.

Cooking (a).

X Vegetables--Potatoes.

Reviewed the work done last quarter with potatoes and found that in most cases it was well remembered. Starch, water and cellulose had been found by experiment. The children did not know what the use of cellulose was in vegetables; the form of different ones was spoken of and the children knowing that starch would not give this, nor starch and water, decided that cellulose must be for that purpose. The starch grain as it had appeared through the microscope was recalled and talked about, the children drawing it on the board. Then the action of heat on the starch when mixed with water was tried. The children were surprised to find that it changed to "just what our clothes are starched with". The softening of the little sac around each grain and its final bursting and releasing of the starch by the action of the heat and moisture were talked about.

For luncheon the children boiled potatoes and made white sauce.

Next week this work was reviewed and as there seemed to be some confusion between starch and flour (the names being used interchangeably by most of the children) we spent some time talking about the latter, as to what it is made from, how it is made, and what it contains. Some pure starch was cooked, also some flour and the results compared, the children concluding that there must be a great deal of starch in flour. For luncheon potato soup was prepared.

Number Work: The recipe for white sauce (used in making soup) for 1 requires 1 tablespoon flour, $1/2$ tablespoon butter, 4 saltspoon salt, 1 cup milk--how much of each will be required for the class (10)?

Miss Tough.

Hand Work. ~~xxx~~

In their sewing time they worked on the bags and mats begun last term. They had started looms last terms and these had been completed. The children themselves worked out the method of preparing the warp for weaving.

They were asked to bring old umbrella frames to use for making bows, but very few remembered; so these few worked on their bows and the others on arrows, measuring them 24" in length.

Miss Jones.

Art Work (a & b).

They worked in water colors one day, painting a Mexican jar; on another day they drew in colored chalk a bunch of tulips; another period they had a game of figure posing, which involved memory work. I had them sit in a circle and act out various things before they went to their easels and then

required them to remember the order in which the things were acted out.

Miss Cushman.

History (a).

Two periods have been spent in telling the story of Magellan with discussions and asking and answering questions. In order to indicate that Columbus and Magellan were contemporaneous I told them that Magellan lived at Oporto, a sea town in Portugal, and when a boy heard of Columbus' remarkable voyage and of Vasco de Gama's trip. I told them that his father was a nobleman and when this boy grew up he was fond of adventure and especially of hunting and that the ambition of a nobleman's son in those days was to go to the court of the king and become a courtier and the children suggested what he might have to do there. They were told of the Pope's division of the world giving the east half to ~~Spain~~ Portugal and the west to Spain and that Portuguese navigators had gone around Africa and found India that way and were now engaged in making settlements on the coast of India. When asked whether India was civilized or not, the children thought not and said they would expect to find there the same class of people as in the West Indies. They were told that the people in India made linen and silks and knew how to prepare perfumes and spices which were much prized by the people of Europe.

They then concluded that they must be more civilized. When asked why the Portuguese should maintain settlements there, some said it was to take possession of the land, others to trade. The question of whether they had any right to the land was asked and there was a difference of opinion until it was asked what was the practice in these days (the Boer question being avoided) and the children concluded that land was not

taken now unless it was uninhabited or there was some cause for war. This was to lead the way to the fact that Magellan went to India as a soldier after living a while at court. Next day I asked the children if they had any part which they wished to act out. Miriam had a plan for which she selected her helpers. Her plan was that she was the mother of Magellan and gave him a letter as she bade him farewell which he was to present to the king and queen. Don (Magellan) was, however, so self-conscious and unable to do anything that he was finally rejected and some one selected in his place. In a second act he was again chosen but the same thing happened and the class were not altogether polite in their comments, the general feeling being that his inability to do the things he had been told spoiled the play. Robert and Stephens, who are much less popular, are always chosen when a plan is to be carried out.

They have taken up next Magellan's life at the court of the king and his appointment as a soldier to India and his discovery while there of the Molucca Islands which contain spices. I told them of his quarrel with his commander concerning the taking of an Indian city and his return to Portugal and then of his idea of going back to the islands by the western route and the refusal of the king of Portugal to supply the money.

Two of the children in this group seem to have no interest in the story. After we had talked about Magellan for two or three days, Dorothy said suddenly, "Why, this isn't true, is it?" I told her that it was and the class said, "Why Columbus was true too", at which she showed some surprise.

The fact that the same sort of things, with the exception of the play element, does not appeal to the class as a whole and at the same time the strong individuality of the children composing it makes it very difficult to get a class spirit. They do not have a proper regard for the rights of others, and much of the time is lost in simply insisting that the individual shall give way to the rights of the majority. In getting the children individually to point out the routes traveled it seemed difficult for Dorothy or Stephens even to tell where Spain was on the relief globe. I find when I take either of these children alone after school, that in a very short time they seem to get the fact, but each one seems to have his attention dissipated by the mere presence of the others.

One period has been spent in writing and another in reading. Another period I gave them the Speer blocks and asked them to arrange them in order putting together all those that seemed to belong to the same class, that is, having the same width and thickness but different in height. When this had been done, they measured with the ruler different blocks so that they could know them by name.

Miss Runyon.

Number Work (a).

It was necessary to know the width of the school yard and the vacant lot next to it in order to get the number of the lot and this work was given to this group. They measured the width of both lots with a string and of their own accord they took the yard measure and measured the string. They were allowed to do this, as it would bring in the reduction of

yards to feet. After finding the length in yards it was reduced to feet. They also measured the width of the garden plot, using the yard ruler and then reducing to feet. This was done in order that the garden might be divided into garden plots. In the reduction of yards to feet I found that D.E. had no conception of the numbers of feet in a yard, so her three lessons have been the measuring of small lengths, such as the blackboard, the room, using the yard measure. In order to find out how many feet there are in a yard she took the foot rulers and laid them along the yard stick. While doing this the idea of thirds was brought in and the relation of the foot to the yard.

Miss Bacon.

Cooking (a).

Preparatory to taking up bread-making a review was taken of the work done with wheat in the study of cereals. The three parts of the grain (bran, gluten, starch) were recalled, the children making drawings to illustrate them in their relative positions. Some work was done with whole wheat flour to discover the properties of the various parts. It was placed in a piece of cheese-cloth and washed in water, thus removing most of the starch, which settled to the bottom of the bowl of water and was examined later. The gluten which remained in the cloth was found to be very sticky and elastic. Two of the children prepared luncheon while the work was going on.

Number Work: The following recipes sufficient for one person were given and the children calculated the amount necessary for the class of nine:

Cocoa--2 teaspoons sugar, 2 of cocoa, 2 tablespoons water
3/4 cup milk.

chocolate cornstarch--

1 tablespoon cornstarch, 1 of chocolate, 4 teapoons
sugar, 3 saltspoons salt, 3/4 cup milk.

Miss Tough.

Science (a).

First we talked about our garden and the seeds we would plant in it. The children went out to measure it and used these measures as a basis of their number work with Miss Bacon. We then began to talk about the soil and started an experiment to see whether or not it loses in weight by the plants growing in it. We weighed some soil and then some beans afterwards, planting the beans in the soil. On another quantity of soil we poured some water (half a glass of water to about 1/8 of a glass of soil) filtered and left the filtrate to evaporate to see if the water had taken any salts out of the soil. Probably the amounts will be too small to show by this method. We also dissolved some sugar and salt in water, as some of the children were not sure about the way water evaporated but thought that the salts in solution would also evaporate. I showed them some salt crystals from the shores of the Great Salt Lake. We then planned an experiment to see what substances a plant needs for food. I asked them how we could get perfectly pure water. None of the children could tell. Some said by filtering, others knew that would allow soluble salts to remain in the water. I took a glass and the children all blew on it. They knew that the ~~mistiness~~ mistiness it caused on the glass was the moisture from their

breath and so if we had water vapor and it came into contact with something cold, it would condense. Then I drew the picture of a flask on the blackboard with an outlet tube and asked how if we boiled water in the flask, we could get the vapor back again as water. One of the children said we could put the tube out of the window. They all thought that this would make the water pure and that the salts would be left behind in the flask. We then decided to start some seeds and next week to put the seedlings with different sorts of water, one imperfectly pure, one in water from the faucet, one in salt water, etc.

Miss Hill.

History (b).

In the story of Magellan we went on from his winter in Patagonia. The children were told of the mutiny that arose among the sailors because many of them were Spaniards and on this account alone were opposed to Magellan, and of the conspiracy to take him prisoner and return to Spain. They were asked what Magellan would do in this case and suggested various things, for example, that he would do as Columbus had done and promise them that he would return in three days if land were not discovered, but they were reminded that he knew it would be a long voyage and did not want to return. Some of the children suggested that he let some go home, but were reminded that he had only five ships and needed all his men. They were told of the fight that finally occurred and how

some of the men were killed and then Magellan put the ring-leaders of the disturbance on shore with some food and went off and left them. Some of the children thought this wrong, others all right. They were then told how the explorer came to the straits which were named after him and of his first ~~xxxxxx~~ view of the south Pacific, which he named "Pacific" as Balboa had done because of its quiet waters. Leonard insisted that he had seen both the Atlantic and the Pacific and the Pacific was a great deal rougher than the Atlantic. We next took up the discussion of how Magellan would get food for the trip across the Pacific, whether he could have enough to last for the voyage or whether he might expect to get some on the way.

One period was spent in watching the tellurian in its different seasons in South America. Another period was spent in reading and one in writing the first verse of the poem given below. This was not read to them but they were to understand it from reading it on the board and in copying it.

Columbus.

How in the world did Columbus get over
Is a pure wonder to me, I protest--
Cabot, and Raleigh too, that well-read rover,
Frobisher, Dampier, Drake and the rest.
Bad enough all the same
For them that after came,
But in great heaven's name,
How he should ever think
That on the other brink
Of this wild waste terra firma should be
Is a pure wonder, I must say, to me.

How a man ever should hope to get thither,
E'en if he knew there was another side!
But to suppose he should come any whither,
Sailing straight on into chaos untried,
In spite of the motion
Across the whole ocean,
To stick to the notion
That in some nook or bend
Of a sea without end
He should find North and South America,
Was a pure madness indeed I must say.

What if wise men had, as far back as Ptolemy,
Judged that the earth like an orange was round,
None of them ever said, "Come along, follow me,
Sail to the west and the east will be found."
Many a day before
Ever they'd come ashore,
Sadder and wiser men
They'd have turned back again;
And that he did not, but did cross the sea,
Is a pure wonder, I must say, to me.
(Arthur Hugh Clough).

Miss Runyon.

Cooking (b).

They reviewed the bread-making lesson which was given them before vacation. It took the children nearly an hour to make up their bread; in the previous lesson it had taken only fifteen minutes because then they had been told each step to make and in the review they were expected to do it without any assistance, but they were not able to remember the different steps and so more time had to be given to it.

Miss Harmer.

Number Work.

Most of the week has been spent in finding out what the children knew about numbers. They have been given numbers to add up to 100 by 3, 4, 7 etc.. Others in the class who showed more facility in handling numbers are working at the multiplication tables.

Miss Marferdinge.

Science (b)

They started an experiment to find out whether plants get any weight from the atmosphere. They weighed a pot and filled it with dry earth and weighed it again and computed the weight of the earth. They then weighed a large pole bean

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and planted it. They have watered it with a measured quantity of water, of which they keep record. They are going to keep it watered until it has grown six or seven inches high, when they will weigh it again and find out whether it has gained in weight. They spent one hour in making a record of this experiment.

OK.

Miss Andrews.

Shop Work (a & b).

Are working on boats.

Miss Jones.

Art (a & b).

Have been working in still life both in water color and chalk. I tried the same plan as last week of having the class criticise afterwards. The two groups work very well together.

History.

I have given them a short sketch of the early life of Washington as given in "Stories of the Old Dominion" and "Stories of Virginia" by Magill. Most of this has been read to them, a paragraph or page at a time, and then they have told me in their own words what it was all about. In this connection I mentioned the story of Washington's colt which is given in their "Stories of the Thirteen Colonies". They were all anxious to have me read it to them, as some of them had seen the picture, but I declined, saying that they could read it in their reading time. Two periods have been spent upon it.

Two periods have been spent in number work, continuing the diagram of the multiplication table. The children wanted to put this in their notebooks and as I am anxious to encourage this habit and let them do so, as well as because I do not think they can do too much on the multiplication table just at present. Some of the children preferred to write it in ink and nearly all of them are paying special attention to neatness. Johnson wanted to increase his diagram to 20 squares which will involve multiplication by more numbers than he has had at any one time before. Paul by accident got his fifteen squares and was persuaded to go on and finish it. One advantage of this work is that while it has taken considerable time, the children have been able to go on with it without much supervision and after having their work given them they have usually worked at it industriously whether the teacher was present or not.

Miss Runyon.

Science.

Same as Vb.

Art Work.

They have gone on with their clay modeling of large figures, which will be reported on when finished.

Miss Cushman.

History (a).

They have been reading from "Boys of '76" of the campaign in New York and New Jersey. This has been constantly interrupted by discussions of how Washington could get out of the trap which the British had formed for him. The children wanted to settle for themselves how this could be done before reading it in their books and great interest was given to it by finding that sometimes they saw the right method themselves.

Miss Bacon.

Number Work (a).

I have put them on very simple examples in multiplication and short division. These are now easy for all the class but three.

Miss Hill.

Textiles (a).

The children have worked in sets of two and threes and have been experimenting with dyes. They have used different combinations of madder, saunders, fustic and Brazil wood with alum, potassium bichromate and copper sulphate. They have taken weighed quantities of the dyes and have kept a record of the materials used. They have tried the dyes with vegetable fibre, linen and wool.

Miss Hill.

Science (b).

We began by talking over the work of last term. The children felt that they had changed around a good deal, because they had begun with the body, then they had had experiments and after that number. I told them that they were going back to physiology and that it was better to know more

about foods before studying physiology besides the fact that it was necessary to learn how to make experiments and it was easier to learn with something like meat or milk than with animals. I also said that when they had made the experiments they had found out that their results were of no use to them if they did not understand number better and so we had had a great deal of number work for a time.

We then began talking about the differences between plants and animals. One boy said that they had different foods and ways of taking them. I told them about the carnivorous and about some of the sea animals who are held by a foot and get their food from the water which passes by. We then decided to make practically the same experiment as that described in Va's science report.

One day we went to Jackson Park to find frogs' eggs but brought home one frog. We also caught a number of snails which were lost on the way home.

Miss Hill.

Art Work (a).

They have been working from still life in color just for the placing of objects in relation to each other and for color values.

Miss Cushman.

History (b).

This group has been talking about the interior of the feudal castles. They seem to want to clear up their ideas of just how the people lived in the castles. We discussed how the different classes of people would be occupied and this led to games and sports. The children described a tournament to

those who had not read it. One of the children remarked, "They must have had an awfully dull time in winter", and asked what the people did to pass away the time. They were told of the life of the minstrels and the clowns and the different persons employed to amuse the courtiers. In the "Boys' Frois-sart" they read of the battle between King Robert Bruce of Scotland and Edward of England and were much impressed with the childishness of the different armies. It spoke in one place of the Scots who were stationed on the mountains and the English in the plain near the river. Each stayed in his place eighteen days waiting for battle. The English then sent word to the Scots that if they would come down into the plain they would fight them, and the Scots replied: "You wee we are in your land and we have been burning and pillaging it and doing whatever we wanted to. Now if you don't like it, come over and fight us." The children compared these plans with those which they remembered from last year of the Revolution. Two of the children have been reading "Ivanhoe" at home with their parents.

Miss Bacon.

Textiles (b).

This group has been working with VIII. and each gave a synopsis of the work they had done. One child in VIII. gave the method of weaving with grasses and reeds and the possible origin of it, while the children in VIIb. told what they had done in the cultivation and preparation of flax and methods of spinning. ~~xxxxxx~~ None had a very clear idea of the evolution of the loom, so we worked it out from the beginning and

and the children gave instances of ~~how~~ what primitive people might find in nature that would suggest weaving, such as spider's webs, bird's nests and cocoons. Then someone in VIII. ^{where} gave the possible origin of rush mats ~~which~~ the Egyptians covered their floors with rushes using a bar which formed the first beam of the loom. They were shown drawings of the three primitive looms on the tomb of Beni Hassan showing the upright loom. They then worked out the use of the heddle, the simplest one used by the Zuni Indians and finally the elaborate Navajo loom. The children made these looms in the shop and warped them in the next lesson.

Miss Harmer.

German (b).

We have been going on learning the two nursery rhymes "Hey Diddle Diddle" and "Tom, Tom the piper's son" in German and using them as a basis for grammar and for a review of words they have had. We have also gone over again a German song.

Miss Schibsby.

Number Work (b).

They have been reviewing the multiplication table.

Miss Marferdinge.

Art Work (b).

They are working in water color and still life. The main object in this has been to teach them the correct handling of the colors.

Miss Cushman.

History.

Textiles

Art

Same as VIIb.

Latin.

They are working on the analysis of sentences and the declensions. They have formulated all the declensions except the fourth and fifth. They have been using the story of the origin of the Athenian Cock fights as a basis for grammar work.

Miss Schibsby.

Number Work.

In their science they are working on clocks and wished to see how the speed of a certain wheel could be increased. They were to find out that the ratio of the speed of a small wheel to a large wheel is inversely proportional to its circumference. To do this it was necessary to get the circumference of the wheel. Two of the ~~xxxxx~~ class had had this work before and two others were set to measure the diameters. They saw that they could easily determine the length of a diameter by measuring it. I wanted them to see that the ratio of the circumference to the diameter is always the same, so had them measure several round objects. They first measured the diameter and then took a string and put it around the object and then measured off on it the length of the diameter. They found in this way that the circumference is $3 \frac{1}{7}$ times the diameter. One of the children worked it out very accurately and the others had to be helped to correct measurements. In working

out this problem division by mixed number was brought in and the children said that if they could change the fractional part of the number into a decimal it would be much easier, so we spent one hour in learning to reduce a common fraction to a decimal.

Miss Bacon.

Science.

In continuation of the work on machines we took up the mechanism of the simplest clocks, the relation and interdependence of the different parts, the use of the wheels, and the spring or weight, friction, the work put in and the results obtained, and the necessity of having some sort of regulator, although the laws of the pendulum have not yet been considered. Considerable interest has been shown in the work in spite of the irksomeness of counting the cogs on the different wheels.

In one case not enough prerequisite knowledge of machines in general was shown to deem it wise for the pupil to take up clocks; that pupil was given the problem of the wheel and axle, with which the others were already familiar.

Harry O. Gillet.

History.

In beginning our study of New York the children were asked to recall such facts with regard to the Dutch as had come up in connection with our work on the New England colonies. The sojourn of the Pilgrims in Holland, the trade between the Plymouth and Dutch settlements, and the growing jealousy arising from conflicting claims to territory were among the points recalled. The teacher then ~~told~~ gave a brief account of the position of the Dutch at the beginning of the 18th century, emphasizing the two points of their near relationship to the English and of their power as a commercial nation. With a map before us we noted the advantages of location which made Holland a natural highway for the trade of other nations and located the countries for which she acted as carrier. The children knew that Holland had already obtained religious freedom and they were now prepared for the discovery that commerce was the motive for the Dutch occupation of America. We then turned to the story of Henry Hudson. His name with that of his ship, the Half-Moon, was already familiar to some of the group, but they asked for details which no history supplies and were inclined to be incredulous when told that the date of his birth and the facts of his early life are unknown. When asked the probable effect upon the English of his discovery of the Hudson in the name of the Dutch, they replied that it would be to insist on his return to the English service. They expected the report of his voyage to the East Indian Company to be followed by immediate occupation of the new territory and showed surprise on being told that the Dutch were not

as good colonizers as the English. One boy supposed they were "not energetic enough", but on seeing that this was contradicted by their vigorous commercial life, said, "Well, then they were too restless" and was pleased to find confirmation of this statement in the story of Adrian Block's boat named the "Restless" and built on Manhattan.

In the next period the children were asked to state what each considered the most important fact in the story up to this point. In order to secure perfect independence in their answers, they were written on slips of paper. The answers varied somewhat, but after a little discussion all agreed that the discovery of the Hudson River was the chief fact to be remembered. This discussion resulted not only in a thorough review of the ground covered since the beginning of the quarter, but also the connection of the present work with that of the winter, the children asking for the dates of events mentioned and then in several instances following this with questions as to what happened that year in Virginia or in Plymouth. This attitude is in marked contrast to their reluctance three months ago towards any effort at recalling the history of Virginia, which they answered they had finished.

We next took up a study of the natural advantages of the country opened by Hudson's voyage. The teacher read from Father Jacques' account of the settlement of New Amsterdam and the children made a list of the points which struck them, such as soil, climate, good hunting, good harbors, etc.

One period was spent in writing the history of Henry Hudson's adventures and a part of one in reading from Irving's "Rip Van Winkle".

"Rip Van Winkle".

Miss Hoblitt.

Number Work.

They are working on Percentage with a view to formulating processes.

Miss Marferdinge.

Latin.

They are working on their charts putting together the conjugations. They now have the indicative mood. They have also ~~xxxxxxx~~ had the story of the origin of the Athenian cock fight and understanding it have analyzed it for noun endings and verbs.

Miss Schibsby.

Art.

They had seen the drawings of a house made by Group X. and were very anxious to do the same thing themselves, but I gave them instead a drawing of books in water colors which would bring out the lesson in perspective.

Miss Cushman.

History.

The children finished the French and Indian War and took up the terms of the Treaty of Paris and have been emphasizing the terms of the treaty of peace. They have then gone on to the Revolution. They took up the results of the French and Indian War and the necessity for raising funds in the colonies to help pay its expenses and discussed what methods Parliament would employ. In connection with this they had quite a discussion upon direct and indirect taxes and in general as to methods of raising funds by a government. They also discussed the reason why Parliament at this time should try to enforce the Navigation laws, when they had previously winked at their infringement. They concluded that it was because the French had now been driven out of the country so far as any danger from them was concerned and that the colonies would need the protection of England no longer, but would feel more independent. They discussed the enforcement of the Navigation Acts, smuggling, the Writs of Assistance and the Molasses Act and the manner in which these were met by the colonists, also the reception of the colonists' memorial by the king. They have read from Fiske's War of Independence (school edition) and the lives of Otis and Warren in "From Colony to Commonwealth".

Miss Bacon.

Latin.

They have been working on the Argonautic story at sight and have read about Tarquinius the last king of Rome and the first consuls. One day I gave them the origin of the Athenian cock fight at sight and used it as a basis for analysis.

Science.

I gave them a list of questions to which they were to find the answers. One of these was how plants prevent too much evaporation from their leaves and in order to help them the following sub-questions were asked: 1. When does evaporation take place fastest, in light or in darkness? 2. From which side of the leaf is most water evaporated, the upper or the lower surface? They set about doing some experiments to find out their answers and read in the reference books given last week. They are to think up experiments which will give the answers and perform them before the class. We spent the remainder of the time in discussing the plan of work and a review of experimental work, giving about half the time to reading.

Miss Andrews.

Number Work.

The whole of last quarter was spent in trying to get the children to understand how to use Proportion. By the end of the quarter they seemed to be able to work simple examples in proportion but they did not have it clear in their minds why they were studying proportion. This came up originally in connection with the fact that the intensity of light decreased as the square of the distance increased. Before I had quite settled the point they began to construct a house and needed to obtain angles ~~xx~~ of measurement in connection with the roof. This would require trigonometric processes and I was asked to have them do this work, so we had