

**Latin.**

They are working on the conjugations, same method as IX.

Miss Schibsy.

**Science.**

They started an experiment similar to that of Group IX using a nasturtium and wrote a record of the work.

Miss Andrews.

**Shop Work.**

All the time given to the shop and sanitation has been spent in the construction of their clubhouse.

Miss Harter.

**Art Work.**

They have been working on the "orders" in Greek Architecture.

One period was spent in making a sketch in charcoal of a cast.

Miss Cushman.

The story of the little red hen who found a grain of corn, planted it, cut down the stalk and carried it to the miller, who ground it into cornmeal, then carried this to the baker, who baked it into cornbread, was told to the children. The corn on the stalk and the meal was shown to them, which called forth a demand to cook the meal. So on Monday we cooked corn-meal mush and next week expect to cook hoe-cake.

Monday we spent one and a half hours in the park playing games and ate our luncheon, picnic fashion, there. Tuesday the 'bus took us to the Field Museum, where we spent an hour examining the stuffed animals, butterflies and enigmes. On being asked the next day what they liked best that they had seen, most of the children said, "Santa Claus' reindeers and the engines".

After leaving the Museum we had a picnic under the trees. The lunch was carried over in the picnic-baskets woven out of rattan by the children.

Wednesday we walked over to the Washington Park stables to see the horses. We also visited the tulip-beds and the lily pond, where we found some polly-wogs, which we hope to see mature into toads.

The time spent in the school-room was devoted to illustrating by drawings, paintings or cuttings anything of particular interest seen upon our visits.

This gave an opportunity for reproducing scenes from nature, as the tulips and lily-pond, and we have the best paintings done this year as a result. Also the cutting of engines and cars as recalled by the children.

In response to Mr. Peterson's suggestion that in our games it would be a good thing to bring in the systematic use of certain muscles, we have introduced a seesaw game, dramatizing the motions of going up and down, two children playing that they are at the ends of the board and one in the center to balance. This succeeded so well as far as one of the teachers is concerned, that she walked with difficulty for a day or two.

The children asked to dramatize a "seed and flower game" which they originated. This also brings in good use of certain muscles. In this game we sing a little song, bringing in the names of different flowers, which has become a great favorite:

"Sing, sing, lily bells, ring,  
The blossoms are coming to town;  
Lilacs and roses and other sweet posies,  
Each in a fresh new gown."

Miss Scates.

**Social Occupations(a & b).**

They spent one more morning at Jackson Park hunting for things in the lagoon. They found toads' eggs, snails, water-plants, larvae and several insects and a great quantity of toads on the water's edge and some in the water. Many specimens were brought home and several hours have been spent in the study of this material. They watched the eggs which hatched in two days, having been nearly ready. They learned the difference between frogs and toads and between frogs' eggs and toads' eggs. They have not seen any frogs' eggs, but were told how they could distinguish them. They took the toads out into the garden and watched them eat angle-worms and noticed how their tongues were fastened. They were told how important it is that toads should be preserved, as they are so valuable in freeing the garden from injurious insects. They found out why they go to the water in the spring and at other times are not found there.

They have continued number work with the blocks, especially with the relations of the different blocks to one another. Many of the children confuse squares and cubes and this work with the blocks has cleared that and they are able to name correctly all the blocks used.

They have done a little work in the garden. No weeds have yet appeared, but they have stirred up the ground around the seeds in order that evaporation will be prevented in the ground.

With Miss Dolling they have finished their caps and bags for the mail service and have <sup>played</sup> ~~examined~~ the system several



times. They have now begun to study the fire department and went with her to the Hyde Park Engine House.

Miss Andrews. *OK*

#### Hand Work.

They spent their time on their mail cart and have worked with more intelligence with the ruler than before. Tom needed special help and has to be watched closely in everything he does.

Miss Lackerstein.

#### Cooking.

Cearls: Oats.

The balancing of rolled oats with flaked corn was repeated as the work last week had not seemed clear to the class. The work was done very carefully and the children being unfatigued by any similar work were able to grasp quite readily the idea which last week had seemed vague, viz., that a cup of rolled oats being heavier than a cup of flaked rice requires more water in cooking. They were able to work out the exact amount of water necessary.

More interest was taken in the written words used on the blackboard than had been noticeable before.

For luncheon rolledoats were cooked.

*O.K.* Miss Tough.

#### Music (six weeks).

For the first time a concentration policy has been adopted in the music work and the experiment has proved successful. The younger groups IIIa--IV. have had song composition and theoretic work exclusively for two periods each week under one

teacher, while the older groups VIIa-X have had exclusively vocal training and song-singing, also under one teacher, with a result of a concentration of energy and interest.

Miss Dunlap, who has taken charge of the vocal work, has a beautiful voice and an inspiring personality. She has sung with the children and through imitation they have developed in six weeks an increased volume and better quality of tone and a more musicianly treatment of songs as regards phrasing. She has laid stress upon breathing and breath control, enunciation and bodily poise.

**Exercises for breath support.**

Correct position.

Deep inhalation--hold--sudden exhalation.

" " " humming on given pitch.

" " " "softly fall the shades of evening  
o'er the valley hushed and still",  
slowly sung in monotone--exhalation

Deep inhalation--sing a given 4-phrase exercise with la la la very staccato; same very legato.

Deep inhalation--run up and down <sup>scales</sup> ~~scales~~ from do to high re one, two and three times--exhale.

**Exercises for tone-placing.**

no, nah, nay, nee on different pitches.

She has taught the children "Violets" by Huntington Woodman, "On the Wild-rose Tree", by Eleanor Smith, "Gipsy John", by Frederic Clay.

Though these songs have served their purpose excellently, it would be still better to use those by more classical writers, if spontaneously interesting ones can be found.

Groups IIIa.-VI. have worked in rhythm by swinging in the air and writing on the blackboard ~~rhythms~~ heard in exercises and songs. The use of the blackboard writing has been suggested to the art teacher that the ~~ambidextrous~~ drawing she plans to introduce might be profitably done to music. IIIa, IIIb and IVa have worked with two pulse measure rhythm.

IVb, Va and Vb have taken up 3,4 and in individual cases 6 pulse measure rhythm. This work has developed muscular control and is an exercise of unfailing interest to all the children. Through it they get the full control of rhythm as a utensil in song composition.

The IVa children have taken up the G clef and the names of the lines and spaces of the staff. The device of spelling short words by means of notes on lines and spaces assists in fixing the names in the memory.

IVb. have taken up the above and also whole and half notes. In the shop VIIb made a set of blocks by which whole, half, quarter and eighth notes may be demonstrated to those children who find difficulty in grasping the abstract idea.

Group VI have taken up the signs for the silent pulse, whole, half, quarter and eighth rest, with review of all preceding work.

Vb and VI have procured blank music books and have written--first on the blackboard and afterward in their books--songs composed in the last quarter. These children have showed much interest in this notation work and would have liked to give to it more than the two half-hours a week.

The process of notation is, first, preparing the staff by drawing the clef, finding out by the *pian piano* the key used, discovering the pulse and the notes best adapted to the movement of the song; then writing the words under the staff and putting the notes--each child in turn taking two or three--over the corresponding words; next, discovering the strong pulse and putting a bar in before each; and last, each child taking a measure and adding the stems, etc., to the notes to designate the time. A helpful device in this last step has been to draw the pulse-swings un the measure.

All the groups, except the oldest, Group VI, have composed songs during these six weeks. Group VI. has occupied the time in notating three songs composed in previous quarters. IIIa, a group backward in all initiative, decided to compose a song about a Wild Rose, but except for one member, could do nothing but hold patiently to its idea. Several times it was suggested to give up trying, but the whole group refused. One verse and its music was composed finally and as a second member of the group had offered one word, it was regarded with pride as a group composition. The second verse is to contain "Because I'm so sweet", but the children prefer to postpone writing it until the autumn quarter.

"O little wild rose, O little wild rose,  
Why is it when I see you,  
That I'm almost sure to find  
A butterfly fluttering near you?"

IIIb wrote a Rowing Song with ease up to the last rhyme. They almost decided to take, "Fish we catch, a big black bass,  
Then another fish"

using "fish twice. After great effort one member worked in "dish", which was seen to be an improvement.

"The rowboat goes so nicely on  
Along the river side,  
The oars go splishing, splashing  
Where the river's wide.

Rowing all the morning long  
Trolling for the fish,  
When we've caught a big black bass,  
We'll cook him in a dish.

Iva is a group of musically developed children but not sufficiently organized to work easily together. It required many periods and various suggestions to give up the work for the present, to bring the song to completion. As a finished whole the children are proud of their song and happy to sing it as well as possible. . The last line of the song, making "leaves" rhyme with "trees" was accepted without an objection by the entire group as their patience in working over obstacles was exhausted. It seems especially difficult to hold the children to patient labor in the spring.

#### Picnic Song.

When we go out on a picnic,  
We laugh and shout and jump about  
Under the shady trees  
We spread our luncheon on the ground  
And then we all will sit around  
And watch the buzzing bees.

The children will take their football  
And kick it up high in the air,  
Over the shady trees.  
They'll throw pebbles in the pond  
And watch the fishes swim  
Among the lily leaves.

The children of IVb have been almost unanimous in voting swimming yhe most delightful summer pleasure and quickly produced a swimming song, words and music coming easily, though subsequent correction of the words occupied a full period. Their desire to eliminate "and then" at the beginning of the 3rd and 7th lines and to substitute adverbs in their place was not an easy task but when accomplished it gave them much satisfaction. The criticism of the frequent use of "and" and "then" was their own and not the teacher's. During the writing of the words several of the more dramatic children would occasionally jump up and make the motions of swimming or diving and then return to their places with apologetic smiles.

When we run down to the water  
 We jump and make a big splash,  
 Quick we dive under the sparkling waves  
 And come up swift with a dash.

Then we swim out to the floating raft  
 And climb so happily on it,  
 And we run on the springy ~~board~~ spring board  
 And dive so gaily from it."

Va chose to write a "Camping Song", much lobbying having been done by the boy who is going camping at Chautauqua this summer. He wrote the first two lines and the rest of the group entered into the camping idea with much zest and finished the first verse and its music in two periods. The second verse went slowly as one of the little girls objected to catching fish as a cruel sport and the rest of the group felt it devolved upon her to substitute something for the third line, since she wouldn't let them have the obvious thing.

Camping Song.  
 The boys and girls go camping  
 Out in the beautiful woods.  
 The birds are singing up in the boughs,  
 The bushy-tailed squirrels begin to arouse  
 When summer comes again,  
 When summer comes again.

A little brook flows near them  
 With fishes swimming there.  
 The girls are feeding them two by two,  
 While the boys are building a birch canoe,  
 When summer comes again, etc.

The water-lilies are shining  
 Out in the beautiful pond.  
 The children are sailing in their boat  
 To gather the lilies as they float,  
 When summer comes again, etc.

Group Vb had bespoken Columbus as topic in the winter quarter and had warned me not to allow any other group to have it. They were full of their subject and quickly put it into verse. After it was finished a monotonous musical phrase set to "Told them that the land was near" was changed for the present one which gives a far better climax to the song.

Columbus went sailing, a-sailing on the sea,  
His men grew very angry as they failed the land to see  
They wished to throw him overboard,  
put branches floating by  
Told them that the land was near  
And soon lights they did espy.

They reached the land in safety  
And went ashore so bold,  
They found there fruits and palm-trees  
but very little gold.  
The savages at sight of them  
Ran far away in fear,  
Columbus raised the Spanish flag,  
With all hearts full of cheer.



## History (a).

The time has been spent in planning and beginning a smelting-place out-of-doors and a fire place for cooking. In this they have had the help of some of Group IX in making a large kiln for pottery. They had planned an out-of-door feast for Friday but the weather was too cold and it was postponed until next week. The children, however, have bought their fish and are planning an equitable division of three large and three small fish among eighteen people. They went at it in a very intelligent way. They proposed the following division: 1st. Each large fish to be divided into two parts and then they abandoned that finding that it would give only six portions. They then proposed dividing each large fish into three parts and each of the small fishes into two and counted up by 2's and 3's to 18. Then Griffith proposed dividing each of the large fish into two, which gave the right number of parts. Two other children worked it out independently in the same way.

Miss Camp.

## History (b).

The children continued their activities as a tribe grinding the corn and making cakes by baking the meal mixed with water on a hot stone. They found that it took a long while to make the stone sufficiently hot and so one of the children suggested putting the cakes right in the ashes. But the others said that this would allow the ashes to get into the cake and so finally we put some of the cakes in between two copper dishes and then placed them in the ashes. This worked very well and of course suggested an oven. The children then built

an oven with walls of brick and a stone over the top and piled the earth up around the walls. They have not yet tried using it.,

One day they looked at their gardens, in most of which the little seedlings showed above ground. Afterwards in talking about it in the house some of the children said that their seedlings had three leaves, unlike the others which had but two. We then planted some seeds in two dishes on filter paper leaving one dish uncovered and putting an inverted dish over the other. This is to discover whether the seeds do better in the dark than in the light.

Miss Hill.

#### Cooking (a).

Vegetables: String beans.

Beans were examined and classified as to the part of the plant to which they belong. They were found to contain a good deal of cellulose and water. The more mature beans were seen to have more and tougher cellulose than the younger ones and from them the long "strings" were taken, in preparing them for cooking. The various vegetables with which the class had worked were briefly reviewed and the substances common to all were decided to be water and cellulose. The necessity for the presence of these substances was talked about.

Number Work: The recipe for cocoa for 1 person is 2 teaspoons of sugar, 2 of cocoa, 3 of water, 1 cup of milk, how much will be necessary for the class of 10?

The children were asked to read the recipe and it was found that some instead of looking at the form of the words were

recalling what had been given them before.

D.K.

Miss Tough.

### Cooking (b).

They reviewed the work done last week; that is, the cooking of sweet juice vegetables, and cooked creamed beans. Several children who finished their work early asked if they might clean out their desks. They took out all the utensils and scrubbed and desks and drawers, fitted in the paper and returned the utensils in the proper order. Four desks were cleaned, one of the children in the meantime of his own accord polished the ~~sink~~ zinc of the different desks until he could see his face in them; they seemed to enjoy the cleaning.

Miss Harmer.

### Reading (a).

They have shown a great deal of interest in their reading during the past week. At first it was their wish to read so well that they could leave the class and do other work, as two of the boys have done. Now they say, "Even if I could read well enough to go, I would stay, because I like it". I think they are using their best efforts. Jessie and Donald seem a little indifferent but that is because they are not quite up to the other children and are a little slow in learning.

Miss Lackerstein.

Music: See group III.

## History (a &amp; b).

The weather was so warm one day that it was proposed that we go out of doors and act out in the lot some of the scenes that they have been having. They were allowed perfect freedom in the choice of what should be done, but each child was assigned some definite task before we left the school house. Robert was the only one who showed any real dramatic ability. He was the one to think of using the leaves from the bushes as spices in loading the ship for the return and the one to seize quickly upon little branches and bend them quickly in the shape of arrows in acting out the death of Magellan. The other children seemed content to consider the thing "a play" in which they were amusing the teacher rather than doing the thing because they cared to do it.

The other periods have been spent in finishing the life of Cook. This has been taken up very briefly merely bringing out his discoveries in the South Seas, particularly Australia, and his attempt to go around North America to find a northern passage from India to England. The children were told of his inability to get beyond Behring Sea because of the ice, and of his return to Hawaii where he was killed by the natives. Then they drew the general conclusion that Hawaii where Cook was killed now belonged to the United States and that the Philippines where Magellan was killed also belonged to the United States. The map has been followed quite closely in locating these different points, so that the large land-masses are, I think familiar to the children.

With Va I tried this week reading them the story of the Gorgon's Head, simply to bring in an adventure of a different

sort. They were told how much older this story was than the men they have been studying about and given the idea as nearly as it could be conveyed to them about the impression it made on the Greeks.

Miss Runyon.

Number Work (a).

They are working at the decimal system and I am trying to have them understand the relations between the different places of the numbers. They have been working on addition by 10's and multiplication by 10's. Dorothy could not tell how much  $2 \times 3$  were or 2 3's were. So I gave her a ruler and told her to find 3 inches and then 3 more and in this way she got the answer. After she had doubled this she was given the problem of doubling 4, 5, 6 up to 20. She was to multiply by 3 and she got this in the same way by adding three 3's, three 4's etc.

Miss Bacon.

Science (a).

They finished their experiment to see if the plant gave off  $\text{CO}_2$ . The lime-water which had been made milky by the  $\text{CO}_2$  given off by the plants was filtered and then we examined the sediment. Some of the children had thought the scum, as they called it, was the  $\text{CO}_2$ . We tested limestone and marble with  $\text{HCl}$ , which most of the children had done before and told the others that the bubbles were  $\text{CO}_2$  and then we tested out sediment in the same way. The children at once said it was marble.

They also examined some seeds which had just sprouted

and saw the first roots and the leaves lying between the cotyledons.

Miss Hill.

Science (b).

They have had only one hour this week and in that they studied the seeds which they had planted. Two of them have drawn pictures of the pea and the French bean and have found out where the food is stored, how many cotyledons there are and the position in the seedling. They have compared it with the common bean which sends its cotyledons above the ground.

Miss Andrews. *5/18*

Cooking (a).

Preparation for Bread-making (continued).

Yeast was examined by means of a microscope and at the same time a hair was placed on the slide, in order that the children might have some idea of the size of the plant which they are studying. In the growth of the yeast the children observed the appearance of bubbles and knew that a gas was being formed. It was decided, after talking the matter over, that this might be oxygen or carbon dioxide. They were familiar with the lime-water test for  $\text{CO}_2$  and decided to make use of it in this case. The children arranged the experiment and in adding water to the yeast, in order to bring it up to a desired height in the flask, some very cold water was used which suspended the plant's activity temporarily. The work will be repeated next week after the class has worked out the effect of temperature on yeast.

For luncheon cocoa and macaroni with white sauce were prepared.

May 18, 1900.

Number Work: White sauce for one person requires 2 teaspoons flour, ~~1~~ 1 of butter, 1/2 of salt, 1/4 cup milk--how much will be necessary for the class of 8? *O.K.*

Miss Tough.

## Cooking (b)

Two of the children had missed two of the previous lessons. One had just returned after an absence during the winter quarter. So we reviewed the work done on batter and doughs for the benefit of these children. The children gave a clear account of what they had done. There were five children in the class. One took care of the dining-room, two prepared creamed beans for luncheon as review, and two who had been absent, prepared biscuits.

Miss Harmer.

## Textiles (a).

They have continued the work of last week as very few of their looms are yet completed. *O.K.*

Miss Tough.

## Textiles (b).

They have continued working on their looms, some of the children warping them and the one who has warped beginning her weaving.

Miss Harmer.

*MUSIC: see group III*

## History.

We have taken up the coming of the Massachusetts Bay Colony and the difference between it and the Plymouth Colony.

The children thought that the Puritans and the Pilgrims were so nearly alike in their beliefs that there would not be any serious difficulty and were interested in the removal of the company with their charter to New England. I am trying to give them the atmosphere of the times by reading to them and talking over with them the story of "Young Puritans of Old Hadley", in which they are much interested. On one day I told them the story of the removal of the Massachusetts Bay people from Salem, where they had first settled, to Charleston and then that because the water was bad here, William Blackstone, who had settled on the three hills now Boston, came and invited them to take up their home near him. We have brought out the fact that the Massachusetts Bay people permitted only members of the church to vote and the children were told that William Blackstone was not a member of the church. They guessed what he would do, most of them thinking that he would move away, and they were told that he did and given an interesting account of his moving to a place not far from Roger Williams, who was a friend of his, and for whom he preached, and of his going to preach riding a young steer, trained to carry him, as he had no horse.

One period was spent in writing their own account of some incident in the story of the "Little Puritans". When they asked how to spell words this time, I tried the plan of writing the word on the board, having them look at it a



minute and then erase it. I found that George tried to copy one down without looking at what he was writing because, as he said, he knew he "couldn't remember it", and that Isabel thought that she could remember it and when it was erased found that she remembered only one or two letters. I thought that as these two children are about the slowest ones now learning to read, this perhaps indicated where their difficulty lay, as neither of them can sound words accurately, so that with both auditory and visual images imperfect, they are naturally slower.

Miss Runyon.

#### Number Work.

The one period which they had this week was spent in drilling, skipping about in the multiplication tables to develop quickness in giving results.

Miss Runyon.

#### Textiles.

The wool which is to be used in weaving was wound into balls, as it <sup>was</sup> ~~would~~ found to be in somewhat tangled condition and impossible to work with in the skeins. The children had to assist each other in this work. A great deal of patience and careful handling of the skeins were necessary.

O.K. Miss Tough.

#### Science.

They spent part of their time in caring for their garden and in planting seeds of many varieties to find out the answers to certain questions which have been given them. These were:  
1. Where is the food stored? 2. How many cotyledons does it

each have. 3. What is the position for the growth of the plumule?

After this they planted peas, two kinds of beans, morning glories and corn. Half an hour was spent in studying and carefully drawing two day old tadpoles. They are going to watch and draw them as they develop.

Miss Andrews.

Music: See Group III.

## History (a)

They have been making their map a part of the time. They wished to finish it, but one of the children who had been appointed to see that it was kept damp did not do her work and after a second trial and a second forgetting, they asked her to resign and elected a new person in her place. They spent an hour writing a description of the organization of the class and the map they have made. They dictated to the teacher what they wanted written. She wrote it on the board. They selected the hard words and had a spelling lesson on them and then the work was erased and the teacher dictated it to them. The other hour has been spent in reading from "Boys of '76".

Miss Bacon.

## History (b).

Three periods of the time have been spent with Mr. Peterson in exercises for writing. They have practised the movement mostly on the blackboard and have been ~~gixinxakknxtianxxx~~ given the forms of all the capital letters. Miss Brown has made copies of these on pasteboard to hang before the children as models. Two half hours have been spent in writing out what the children know of Froissart himself.

Miss Bacon.

## Number (a).

Same work as reported last week.

Miss Hill.

**Textiles (a).**

They have finished up their dyeing of vegetable fibre which they had undertaken for group X. Two of the boys worked at a small loom made on the Navajo pattern and others took turns working at the headles for the colonial loom.

Miss Hill.

**Science (b).**

They wrote records of their excursion, of the dissecting of the frogs and of the material I gave them in reading aloud an article on the habits of toads. A great many of ~~than~~ the toads' eggs in the aquarium have hatched and the class have examined the tadpoles. They had only a hand lens to help them and a few rather poor pictures.

Miss Hill.

**Textiles (b).**

They have continued their pattern weaving.

Miss Harmer.

## History.

Same as Viib.

## Textiles:

Continuation of pattern weaving.

Miss Harmer.

## Number.

They have finished their work on the extraction of square root, with the exception of Lucile, and are now going to take up the idea of ratio and proportion. Mr. Gillet in science wished to use this and wished the class to have a knowledge of ratio before he works it out in science. They have had something of this in their cooking and now the idea is to make this more conscious. We worked with lines on the board at first getting the ratio of a small line to a greater and then of a greater to a less, giving one line a certain value and finding from that the value of the others.

Miss Bacon.

## Science.

Our work this week have been a continuation of that described last week, viz.: making a clock from bicycle sprocket wheels, chains and a pendulum. They are working out most of the details themselves, but find it rather difficult.

Mr. Gillet.

## Science.

One and a half hours a week has been given to their planning their own work in physiology. This week they have not provided enough frogs for each to dissect, so watched the teacher, after seeing the circulation in the web between the toes. Next week each one is to bring a frog to dissect for himself.

Miss Camp.

## Science.

Part of their time was given to tests in their arithmetic. The rest was spent in planning in detail the character of their maps which should show the geological location of the minerals they have chosen. In taking up the subject what the maps should show, they decided that their maps combined would give a very complete idea of the country if they were made on the same scale and each chose the same marks to indicate the facts necessary to locate the products of the country. By individual suggestion and vote of the class as to the practicability of the method they finally decided on the following points: to show the outline of the country by a black line, outline of states by a dotted line, large cities by a circle with radiating points, seaports or towns important because of their nearness to mines or quarries by small squares, lakes by blue-washing and rivers by a double line. Canals were shown by a double line with cross-marks and railroads by a single line with cross-marks, mountains by the usual conventional curved lines. Each chose a distinctive color to mark the area of production of their particular mineral or stone. They spent about half an hour working on the meaning of scale and discussed the different ways in which a flat map of a curved surface may be made. They finally decided that as the outline maps to be purchased are not the size they needed, to trace the outline of a map in the Rand and McNally large atlas.

Miss Camp.

May 18, 1900.

**Science.**

They spent their time in finishing their records and in finishing an aquarium they were making in the shop.

Miss Andrews.

**Textiles.**

They have continued weaving their pattern design.

Miss Harmer.

## History.

Half an hour of their history time was given up to number work. In the rest of the time Harriet gave her report on the evacuation of Boston, drawing a map on the blackboard and discussing the situation from that. One day Geraldine gave her report on Arnold's invasion of Canada. As she does not explain herself clearly, on her account as well as for the sake of the children, they were told that they were to write out from her description the invasion of Canada for their Monday morning English lesson. They were to get their information from no other source. After Geraldine had finished, the children were given a chance to clear up their ideas by asking questions, as they all said they didn't know much about it. They spent a half hour asking her questions. On the day Phebe was to give her report she was absent and the children asked that they might read part of her subject from the "Boys of '76". So they spent an hour in reading of the Battle of Long Island.

Miss Bacon.

## Sanitation.

The children worked on the looms for the panels for the screen. Group VII. has dyed the fibre for them.

Miss Harmer.

## Number Work.

The children seem to be getting a much clearer idea of the use of logarithms. Some of them had worked out the examples which I gave them in multiplying, dividing and raising to a power and extracting the square root. They were also able to interpolate. It was thought best to stop this work at this point and take up the earlier processes of addition, multiplication and division with the text-book, because a few of the class had not got hold of the process and because of the coming in of some children who had been south for the winter. I said that the children had been switched off so many times just when they were getting hold of the process that I thought it would be more satisfactory to them to wait until next year.



before using the text-book. We finally decided, however, that the best thing would be to give the text-book to the class and then those who were able to use the logarithms could take some extra work in that. When I told the children what the plan was, with one accord ~~they agreed~~ even those who had been away for the winter insisted upon going on with the logarithms, because of the feeling that they did not wish to be left hanging in the air, but because they really wanted to be able to use the things which they had spent so much time in trying to learn.

Miss Moore.

### Social Occupations (a & b).

Miss Lackersteen has been playing the game of the fire department, doing a different phase each day.

They have been working in their gardens and spent a good deal of time studying the larvae of insects and other animals found there and in studying the tadpoles in the schoolroom. I have read to them several stories about animals from "Stories of Animals", "Out Door Studies" and "Stories of our City Neighbors".

Miss Andrews.

### Art Work.

They have made a mail bag, and in doing this on a <sup>large</sup> scale 20x11 they used their rulers every day and are able to tell without hesitation how many inches should be added to a foot to make 20".

Miss Lackersteen.

### Shop Work.

They finished the boxes for collecting materials. They decided how the covers were to be put on, some of the children wishing to nail them, others suggesting hinges, and they themselves telling how they could make the hinges of cloth. Then they found that their covers did not stay down and suggested many ways of fixing this, but at last decided upon a hook and eye piece.

Miss Jones

### Textiles.

Have completed the weaving and took the loom and mat home as they wished to show how it had been done. Miss Jones

## Cooking.

## Cereals: Corn.

The cultivation and growth of corn were talked about and the various kinds examined. The lengths of time required in cooking the different preparations and the reasons for it were discussed. In order to know the amount of water necessary to use in cooking flaked corn, it was balanced with flaked rice and found to be  $1 \frac{1}{4}$  times as heavy, requiring therefore  $1 \frac{1}{4}$  times as much water. For luncheon flaked corn was cooked.

O.K.

Miss Tough.

## Art Work.

They have been studying space relations. All their work has been to get them to see the relations of objects to one another. They have been drawing out of doors this week for the first time. They have also had some memory work, such as I gave Group IV a & b.

Miss Cushman.

## History (a).

They have continued work on their fireplaces and in their gardens. Incidentally they have carried on a good deal of observational work on the habits of the larvae of insects. The points taken up in connection with the growth of plants in their gardens have been: the need of room for the roots and for the stem and branches. The function of the roots was taken up more particularly in a way that would find out what ideas they had of the way in which the plant got its food. They had no idea of anything being dissolved in the salt water nor any definite idea of solution. They dissolved some salt in water and then suggested ways of recovering the salt. All suggested fine strainers take the salt out and were told that we could not do that. One child suggested pouring it down an inclined board. He apparently had the idea that the salt and water would separate at the bottom, although I could not tell definitely what his idea was, and he seemed as much surprised as the rest when he found on evaporation the little lines of salt left on the hard plank on which they had poured their solution.

About an hour of their time was spent in writing words in connection with their other work. These were new words which they were to use in their sentences with Miss Lackersteen and in one instance a list of things for luncheon.

Miss Camp.

~~Textingxxx~~

## Shop.

Work same as last week. Have nearly completed the potter's wheels and have finished the arrows begun some time ago. Also one potter's wheel.

Miss Jones.

## Sewing.

Are still at work on the bags and mats begun weeks ago.

Miss Jones.

## Reading (a).

~~Reading.~~ I have tried a new plan: I have made a sort of game out of it. I printed the sentences given by the children at different times and pasted them on cardboard, each sentence on a separate piece. Each child drew one slip and worked over it until he got it. One word in each sentence was underlined. This word they wrote on the board without looking at the paper. Some of the children wrote the whole sentence in this way. They enjoyed it very much and I think it was profitable.

Miss Lackersteen.

## Reading (a).

They show more and more interest in their reading. I find they are not very quick in their motor sensibilities. I told them to write the word "corn" on the board (after taking it out of the sentence). They traced it in the air looking at the word and again not looking at the word, then on the board. None could write it correctly the first time. On trying again, they all succeeded. I think they need more practice in writing.

Miss Lackersteen.

## Reading (b).

I had them in reading once this week. They are very anxious to write on the board. They know the sentence almost before it is written from the suggestion they get from the first few words. Harold Allinson and Ester Brooks are behind the others, but they have just come in the group.

Miss Lackersteen.

## Art Work.

They worked out of doors one lesson and then the next time in doors spent ten minutes in talking over what they had learned. This was done to fix certain points and it had a social value because each child contributed to the experience of the class. Those who had any particular difficulty explained to the class how they had overcome it. They also had one or two indoor lessons on memory work. On Thursday they went on an excursion and on Friday each one drew from memory something that he had seen on the excursion. The sketches were very individual. One child drew the lawn where the children ate their luncheon; another the circle in which the children sat as they ate. This was a particularly difficult thing to illustrate from their point of view, since when they drew the children nearest to the person drawing they were in a very flat position; so I took some cylinders and placed them in the form of a circle and they saw how they would appear. Another child illustrated the color of the children as they sat in the circle. Other children drew simply a tree or the turtle which one of the boys brought home in a basket. The exercise was given to find out what had impressed the children chiefly in this day out of doors.

Miss Cushman.

## History (a &amp; b).

We have begun the story of Sir Francis Drake and I have given them a sketch of his early life in England and as a young man sailing a boat between England France for the purpose of trading and then of his putting in his fortunes with Hawkins and becoming a slave merchant. It was difficult to get the children to realize the point of view from which the slave trade was begun. I tried to do this by telling them that the people who engaged in it at first thought no more of capturing negroes than the children did of capturing tadpoles. They were quite unanimous in denouncing the practice as cruel.

More time is being given to these two groups in reading and writing in order that they may gain facility in this before the summer. I have ~~xxxxxxx~~ begun the practice, since they have grown tired of their Robinson Crusoe books, of giving the children different books that are in the school and letting each read his own story and then read it aloud to the class. Several books which have been sent us by Scribner's Sons and the American Book Company are well adapted for this and contain science stories and stories of animals written in an interesting way. All the children in group Vb, except William, read quite easily and aid themselves in making out new words. In Va only one or two can read with ease.

Miss Runyon.

## Science (b).

They spent their hour in planning for the excursion on Thursday and in beginning an experiment which will be reported next week.

## Number Work (a).

They are still working on the multiplication of numbers with two figures. This is based mostly on ~~the~~ work taken from the school. They spent a half hour in planning the necessary material used for the picnic and the money spent for the class. They found that if the fare ~~is~~ for one child was 25c it would be \$1.50 for six. Then they figured the number of sandwiches that would be needed by all, etc. Most of the children have an idea of multiplication now. Dorothy is the only one troubled by it and she has not yet the idea of the decimal system in her mind.

Miss Bacon.

## Number Work (b).

At a preceding lesson I gave the children a problem connected with their cooking. There were only three in the class: Cordelia, Beth and William. Cordelia did not want to try the problem, saying she was tired of cooking problems. Beth said, "I don't like them either, but I will work them if you want me to". The results were good but the interest poor, except with William, who finding that he could work them was interested. At this lesson they asked if they might measure with the blocks. I am convinced that these children should have a good deal of work with objects. ~~similar~~ They seem to lack mental images and therefore do not readily grasp



number relations.

In the next lesson I took as my special object the gaining of number relations through objects or concrete representation. I drew a square on the board with a 2" square and asked them to tell how many square inches in the 2" square, in a 3" square, a 4" one, etc. Each time I was careful to draw their attention to the rows of squares and the numbers in each row. We also took different sized oblongs, dealing with them in the same way.

I presented the table as presented in the notes of VIIb. I thought it would perhaps be a good thing to see what might be done with this table at the same time with measuring with objects. The children had no trouble in seeing the 10's relations and were led very rapidly to add or subtract any number of units added to any number of tens in any one column, as  $30+4$ ,  $30+2$ . The connections between the columns were not hard for them to see but they did not or would not depend upon the table. For instance, if they were asked to give  $10+4$  I could not get them to think of 10 as the last figure in the first column and 14 as the 4th in the second column. They used their fingers instead and counted by 1's. This table would certainly be good if it would be visualized; otherwise I fear it would only prove a means to count by 1's. I let the pupils make their own problems. I was very much surprised at the variety of problems given. We spent most of the time in adding or subtracting and in giving problems for these.

Mrs. Marferding.