

Cooking (a).


Preparation for Breadmaking (continued).

The question as to what temperature would be best for the growth of the yeast plant was brought up and as no one was sure about it, the class decided to find out positively by experiment. Three portions of yeast which had been subjected to boiling, freezing and an intermediate temperature respectively, were placed in three separate bowls of dough; these were placed in pans of water of corresponding temperature and allowed time for growth. On examination it was found that the one at the medium temperature showed the greatest signs of activity as the dough was full of bubbles.

Next week boiled and frozen yeast will be tested as to their values when brought into the medium temperature. The experiment which was unsuccessful last week was repeated and the gas given off during the growth of the yeast plant proved to be carbon dioxide.

In the calculation which was made to find the amount of white sauce needed for 10 when the recipe was given for 1 counting by threes and fours was involved. It was necessary to remind the children of the object for which they were working, or the counting went on far beyond the desired point.

For luncheon creamed potatoes were prepared by two children.



Miss Tough.

Shop Work (a & b).

They have been working on boats and on shuttles.

Miss Bolli.

Art Work.

They have been sketching out of doors. One day they tried drawing the alley-way and curves in the road. This was difficult, so the next day we had a lesson in the house and I took a piece of gray paper and drew the road for them. Each child tried to correct the drawing of someone in the class by my model. We then went out of doors a second time and drew the same place, keeping in mind the points that had been brought out in the in-door lesson.

Miss Cushman.

History.

I have been anxious to have the children keep in mind the history of Virginia while going over the history of New England and so one day I asked them if they were Englishmen coming over to America whether they would rather go to New England in the Plymouth Colony or in the Massachusetts Bay Colony. At first most of the children thought they would rather be Pilgrims but could not give a reason. Then finally one of them said because the Puritans would let only church members vote, but in the Pilgrim Colony others could vote also. Then I asked whether they would rather live in New England or in Virginia. This brought out the different possibilities for wealth in Virginia and in New England and the children told of the fishing, lumber, ship-building and fur-trade in New England and of the tobacco in Virginia. I was anxious to see whether they could give the reason why tobacco became so great an export--because of the value for the amount of space required. So I had the children say whether they thought a load of fish would be worth more than a load of tobacco. Most of them thought it would. Then I asked them how much a box of cigars would cost and some of them thought ten cents, until finally one boy, who declared that he knew, declared it would be worth \$5. We then spoke of the way tobacco can be packed and that a shipload of tobacco would be more valuable than one of any commodity from New England. The children were led to suggest the tax that would be laid in England on tobacco and in general to contrast the commerce of New England with that of Virginia. In the discussion it came out that Robert, who was apparently anxious to ~~take~~

talk more than usual because of the presence of visitors, frequently gave his opinion without any consideration and had to withdraw it and change it entirely when other points were brought out. I have not had discussions that occupied a whole period often where the facts asked for called for the memory and judgment of the children, because I wished to make these occasions such that the children would do their most vigorous thinking and at these times I have pinned the person down to telling just why he gave his opinion as he did and making him revise it in the light of other facts brought out by the class. I have tried to be careful not to discourage spontaneity but to stimulate vigorous thinking.

The rest of the time has been spent in reading from "Little Puritans of Old Hadley" and in further discussion of the history of New England. During the reading of the story certain allusions to Bible stories came out and I asked the children to explain them. I was rather surprised that only one of the children seemed to have heard of Lot's wife. The references to superstitions such as seeing the moon over the right shoulder, which the little girl in the story took to be a sign of good luck though it was frowned upon by her elders as heathenish, also seemed to be unfamiliar to the children.

Miss Runyon.

Number Work.

Two periods this week of their number time have been spent in the drill to secure quickness in multiplying and adding mentally. One period was spent in giving them sums in formal addition. These were numbers of over 100 and in three

or four rows of figures. All the children made the mistake when they had added over 10 in the first right-hand column of putting down the whole sum and then adding up the second one.

Miss Runyon.

Textiles.

Half the class are working on blankets and the rest are sewing until their looms will be completed.

S. P.

Miss Tough.

Science.

Part of their time has been spent in working in the garden. They went on an excursion to Washington Park

and got snails and some tadpoles in a later stage. With Miss Camp they examined the seedlings which they had planted in sawdust or between wet filter paper and in a review of the characteristics of seedlings observed in the field and plants in the garden, they drew the following conclusions: that the seeds are divided into two classes--those with two seed leaves and those with more than two or one (they have not yet worked out any seeds having more than one cotyledon and have not decided that the seeds they had with one cotyledon had what they called a "seed-leaf" at all); the next divisions they made were those in which the food is stored in the leaves and where the food is stored around the leaves.

Miss Andrews. *GT*

Shop Work.

This week they completed so far as the shop is concerned the caravan wagon which they began last fall. It now remains to put the cloth cover on the top.

Mr. Ball.

Art.

They continued the work on their clay tiger and part of the time was spent in design work for their blanket.

In looking over the year's work I found that Johnson, who did a remarkably good piece of clay work at the beginning of the year, did not do so well in his next piece, showing that he did not have as much energy. All the work of the class seemed to show that they go in waves; the best work is finished in reaching a climax and then their energy seems to be exhausted for a time. I have observed the same thing in watching the older children and think that perhaps we ought to utilize this knowledge and when I find an individual in the class has reached a climax, I believe it would be best to vary the work. I shall give him color and I think by this means save the reaction. Hugh reached his climax on the slab and has not done so well with the tiger. Isabel and Paul have done their best work on the tiger. There was a marked improvement in the work of Cornelia. I have succeeded with her in getting good results in small animals. Johnson is up again in his third piece of work and has done very well in modelling a lion devouring a serpent.

Miss Cushman.

History (a).

They have been working on their map and spent one hour in writing a description of what they are doing. An hour has been spent in reading from "Boys of '78"; with the exception of Theodore, the children are now independent readers.

Miss Bacon.

History (b).

They have begun Thomas Malory's "Boys' King Arthur" mediated by Sidney Lanier. The children asked if King Arthur was a real man. From this came a description of how these stories came to be written. I told them that there was probably a king Arthur who lived long before the stories were written; that these had been handed down and improved upon and changed a good deal, so that the things told finally about him were not true. They asked me who the first man was to write these stories and I told them of Geoffrey. They asked when he lived and were quite interested to learn that he lived about the time of Froissart. Then they asked why it was that Malory told the story and I told them that Geoffrey had written in Latin and Malory arranged the stories in a chronological way, and wrote them in English and that it was really the first English novel.

Three of the boys in this group had been taking part in the "Academic Alchemist", given by the University, and when asked how they would like to write this up, they thought they would like to put it in the form of a play. They first wanted to choose their characters among the children but the other children said that when Shakespeare wrote his plays he wrote them so that anyone could take the parts; so the last half hour they spent selecting their materials for the first scene. They selected their locality

and gave the name of their play and made out a list of characters as far as they had them ready. The next halfhour they wrote the dialogue for the first scene.

Miss Bacon.

Number Work (a).

We worked in long division one period. I found that each child had a different method of multiplying. For instance, if 130 was to be divided by 24, some of the children said 5×20 is 100, 5×4 20 and $100 + 20$ 120. Then they work on with the subtraction and continue the process. Others take $10 + 10$ is 20 and 2×20 40 2×40 80 etc. Others multiply 5 by 24.

Miss Lackersteen.

Number Work (b). The object of the lesson was to test their ability to make mental pictures. I gave them the following problems; with a 2" square divided into square inches:

A 2" square contains how many square inches?

No one was able to give a correct answer. A 2" square was drawn and divided. Then I asked them to think of a 3" square in the same way and no one solved it until the square was drawn and divided. Then we came to a 4" square several answered correctly before the figure was drawn. A 5" square all were able to divide. I then asked them to think of an oblong 3" wide and 5" long and it was divided into square inches. Lander, Theodore and Margery solved it without the figure being drawn. Then I had them think of an oblong 5" x 6" divided into square inches. Three of the children could do it without the figure. We then took a line 1" long and divided it into 3 equal parts. All the children knew what each part would be called. I asked them how many 6ths in the $1/2$ "

and most of them could tell. We then divided a line 1' long into halves and divided each half again into fourths and I asked what each part would be called. It was answered correctly only by Landor. I then drew a line and divided it according to the problem showing why each part was called 8th. I then asked them to divide a line into 2 parts and again into half and divide the half into 5 equal parts. Only two answered correctly what each part was called. I continued these problems until the children seemed to understand the number relations. We spent the remaining five minutes of the period in adding rapidly by 9's and 8's alternately.

In the next lesson I changed from lines to surfaces and solids. We also subtracted fractions from $1/2$'s. I have them several problems similar to the following:

If $1/5$ yd. cloth costs 8c, what will 1 yd. cost?

Landor and Henry were the only ones who ~~now~~ solved it at first.

After giving them several of the same kind, they were solved by the right process, incorrect answers being often given through mistakes in multiplication; so we took up a drill in adding and subtracting quickly. One lesson was given to secure readiness in adding or subtracting a fraction from $1/2$ as $1/2 + 1/3$, $1/2 + 3/8$, $1/2 - 1/3$, $1/2 - 3/8$. Only a few were able to do these at first without having it concretely shown them. I gave some practice problems, such as: Mary had $1/2$ pie; she gave $3/8$ away. How much did she have left? I gave them drill on a table compiled in 10 columns of 10 figures:

1	11	21	31	41	51	61	71	81	91
2	12	22	32	42	52	62	72	82	92
3	13	23	33	43	53	63	73	83	93
4	14	24	34	44	54	64	74	84	94
5	15	25	35	45	55	65	75	85	95
6	16	26	36	46	56	66	76	86	96
7	17	27	37	47	57	67	77	87	97
8	18	28	38	48	58	68	78	88	98
9	19	29	39	49	59	69	79	89	99
10	20	30	40	50	60	70	80	90	100

I intended to begin some work in having them visualize the table but they reasoned out the results from it and hence I was able to get no results from visualization alone.

Wrs. Marferding.

Art Work (a).

They have been working on clay figures and have shown some restlessness, and wanted to work out of doors. As the work had not been finished, it was thought best to spend part of the time out doors and the rest indoors finishing what they had begun.

Miss Cushman.

Art (b).

We have been making out door studies in perspective.

Miss Cushman.

History.

Same as VIIb.

Number Work.

They have begun using Hall's Arithmetic. We began where the examples were easy, that they might grow accustomed to the language. Technical terms are used very frequently in the book and on one page were used all the terms connected with division. These at first puzzled and confused the children but as soon as they became accustomed to the terms they were interested in seeing in how many ways they could state one example.

Miss Bacon.

Science.

Each child dissected a frog. This work was done individually and with as little help as possible. They had chosen topics to which they were to confine themselves, such as the respiratory or circulatory system, but their interest in the *modus operandi* in general carried them so far that all had in the course of discussion followed the digestive tract, which is very simple in the frog, located and removed the heart, still automatically pulsating, found the liver with its connection with the digestive system and gall bladder and the reproductive organs with the ducts and traced down the larger nerve trunks to the legs and produced contractions in two different groups of muscles: those of the foot and calf by irritating the nerve with acetic acid, mechanical pressure and electric current. They observed the arrangement of muscle in bunch form with tendons at each end and the flat muscle with

a converging bundle of tendons. They were very much interested in the fact that there were but few muscles connecting the skin with the main muscles of the trunk. They saw the circulation of the blood in the capillaries in the web of the frog in the pithed frog. That this circulation and the reaction of the muscles on stimulation occurred after the frog was dead seemed easily accepted. I had thought there would be difficulty in persuading them that what they were working with had "no feeling", as they called it, but they seemed readily to separate these particular reactions from the idea of the animal living as a whole. In connection with the stimulation of the nerve trunks leading to the hind legs they stimulated the thoracic ganglia and saw the motion of the anterior extremities.

Miss Camp.

History. In connection with the study of Stuyvestant's rule and the growing demand of the people for a voice in the government, the children were told the story of the small boy in the slums, who when rebuked for disorder in the street, proclaimed from the top of a garbage box that this was a free country and he could do as he pleased. This brought out various expressions of opinion as to what freedom ought to mean, "to do right", "to be obedient", "to be free just so far as you did not harm anybody", etc. One boy added that you never did get that condition anywhere because there always were cheats and robbers.

In order to get a clearer picture of the part played by the patroons in the history of New York, we took up the story of the Van Rensselaar estate as given by Fiske. This gave also an opportunity for reviewing the earlier part of our work. At the close of this story we spent a few minutes in making a summary which was put upon the blackboard. In their next writing period the children were asked to recall this outline as a part of their preparation for writing and the readiness with which they did so indicated that it had been of value in fixing the story in mind.

We have taken up briefly the organization of a city government for New Amsterdam and have read from Roosevelt a summary of the political and social changes during the Dutch rule, together with the description of the dress, houses, social customs etc. at the close of that period.

Miss Hoblitt.

Science.

They spent one hour looking over Shaler's "Story of our Continent". Most of the children read it with interest and were interested in the discussion which arose from the summary which Shaler gives of the relation between living things and physical environment. They are to read at home and report in class on what they read. This method was unanimously chosen by the children as best for understanding the book. The other way suggested was that they should read the whole aloud at school and discuss it as they went along. They said this was slow and besides they would like to read it at home. For their next work they are to write up the main points of each paragraph, such as the relation of animals to food. In doing their reading they had apparently not taken in the fact that each paragraph gives some additional step in the story but after an hour spent in class they were ready to appreciate the suggestion that next time they could go more rapidly if they should read to me the subject of each paragraph and the questions they wanted to ask. This could be done without reading the paragraph in class.

Miss Camp.

Number Work.

The object of the lesson was the use of the book. I gave them the problem $1/2 + 1/5$. Only two worked it correctly. I drew a diagram on the board and explained and then gave them $1/2 - 1/5$; four got this. The diagram was drawn again. $1/5 \times 2$ This was worked by nearly all. $1/5 \times 2 \ 1/2$. Only one did this. Several of the

Several of the children said it would be $2/5$ and $1/2$ of $1/5$ more but were not able to combine the partial products without help. Next day they were given the same problems to work out alone and put in their books with one additional problem: $1/2$ divided by 5. None could do this. I drew a line $3 \frac{1}{2}$ long and erased from it $2 \frac{1}{5}$ and asked how many inches would be left? Only three worked it out correctly. Some other similar problems were given and two or three of the children did not even try to work them. In the work done with these children the results showed that the process of dividing fractions was not understood. We therefore took up concrete fractions dividing parts of objects, which seemed to interest the class very much. In the next lesson I began the work by drawing lines of different lengths upon the board having $1/2$, $1/3$ $1/4$ or the whole line divided into parts to find how many parts were in the whole; as $1/2$ of a line divided into 5 or 4 parts, what should we call the parts? I gave no further explanation of dividing a fraction, wishing to give them a starting-point and hoping they might be able to gain for themselves the rest of the idea. With the majority of the class this proved sufficient. There seemed an inclination on the part of all to depend upon the teacher for help instead of working independently. I have attempted to make them rely upon themselves by insisting on their working along any idea they may have and then finding their own mistakes. The work done on the problems towards the end of the week was much more satisfactory. Fewer problems were worked but there were less mistakes. On my suggestion many of them drew the figure and having the concrete object before them they

were able to evolve the necessary process.

Mrs. Marferding.

Art Work.

They drew out of doors for perspective.

Miss Cushman.

History.

They talked over how much work they would have to finish this year and counted up the number of weeks and hours for recitations and divided up the work so that they could come out even at the end of the year. Of course, it was necessary for the teacher to make some suggestion and their plan was altered and modified before the hour was up. Phebe and Dorothy have reported on the middle campaign during the year 1776.

This was done by drawing on the board a crude map and tracing Washington's line of march giving the reasons for each movement and result. Will spent half an hour reporting on the campaign in the north, also using a crude map on the board.

The class are woefully ignorant of political geography.

Their writing has been taken charge of by Miss Bruère. They write up some event each week at home. Then the work is handed to her for correction and suggestion.

Miss Bacon.

Science.

They finished their experiment reported last week and found no starch in the leaves, showing that CO_2 was necessary for the formation of starch. The rest of the time was spent in preparing for the excursion.

Miss Andrews.

Art Work.

Part of their time has been spent in drawing out of doors for ~~xxx~~ skill in perspective. One period was spent on an excursion to the Field Museum, where they studied the architecture and reported upon it.

Miss Cushman.

We cooked the cornbread which the children asked for last week. The older children experimented, asking every few minutes if theirs was right, thus getting the teacher's opinion and were delighted to find that they had mixed their meal with a better proportion of water than had the younger children.

We found it necessary to make another trip to the park to get the pollywogs found last week some algae for food. We hunted for some snails but failed to find them. The children brought back some large stones to put in the aquarium for the toads as they appeared to climb up on. On this visit the children represented in the sand the park, roads, tulip beds and lily pond. They planted twigs for trees and used weeds for the tulips and lilies. The older children built the conservatory of blocks in their miniature park and it was interesting to hear the discussion as to the relative positions of the tulip beds and lily ponds as seen from the front of the conservatory.

We opened some of the glasses of jelly for luncheon and found one had not been sealed up tight enough to exclude the air so a mold had formed on the top and sides. This caused great interest among the children and served to illustrate the need of the paraffine used, for they were much disappointed at having to throw away a glassful of jelly.

Miss Scates.

Social Occupations (a & B).

They spent part of their time in the garden. Some of the children had radishes that were ready to pull and they carried bunches home. Stories of the moth have been read to them and they studied the larvae and the gallnuts that they carried home last week from the picnic. They have been working with the Fire Engine Dept. with Miss Dolling; they have taken up the water system, laying pipes in the sand pit and connecting the work of the Fire Department with the water supply. The dependence of the Fire Department upon the water supply was brought out and what arrangements were made so that they could get at the water.

Miss Andrews. *OK*

Cooking (a & b).

The children told what had been learned about corn for the benefit of those who had been absent the week before. They find some difficulty in recalling what has been done in a previous lesson.

Hominy was cooked for luncheon and to find the proportion of water to cereal to be used, the latter was balanced with flaked rice. It was found to be 4 times as heavy and they saw it would take 4 times as much water. $\frac{1}{4}$ cup of hominy was used and no one seemed to find any difficulty in determining the necessary amount of water.

The names of materials used were written on the board. In calling on the children to spell the words which they had had before one child spelled salt "r i c e". Several of the class called attention to the sound and corrected this.

Art Work.

They have had sketching out of doors. One period was spent in examining leaves. They attempted to draw them from memory. Most of the children got good form and color.

Miss Sexton.

History (a).

About half the time has been spent in the care of their gardens, transplanting and thinning out where necessary. As always this work in the garden is accompanied by observations on the way in which plants grow and the relations of the conditions which occur, such as dryness or greater or less sunshine and the marked changes in growth which follow. About one hour has been spent planning the location of their new village, which is to be on the seashore. It does not seem to be easy for these children to form a definite idea of the resources of the sea region. Only one child has ~~xxx~~ lived on the seashore and is the only one able to furnish the necessary idea of the resources in the way of animal life. About half an hour has been spent in reading the sentences they have had with Miss Lackersteen. On Friday they were invited to a feast by a neighboring tribe and spent some time trying to get presents ready to take. They finally arrived with salt as their only contribution. The previous week they had worked out the way to get salt out of sea water.

Miss Camp.

Cooking (a).

Spinach was to be cooked for luncheon and was classified as to the part of the plant to which it belongs. It was examined and found to contain water and cellulose. The children were told that it contained some salts valuable as food which it was desirable to retain in cooking. Steaming was talked of and this seemed a good way to extract the water from the vegetable and in this it could be boiled.

Number Work: Cocoa for one requires 2 teaspoons sugar, 1 of cocoa, 2 tablespoons water, 1/2 cup milk. How much is nec-

cocoa, 2 tablespoons water, $1/2$ cup of milk; how much will be necessary for ten? some of the children were unfamiliar with the written forms $1/2$, $1/3$, $1/4$ and a little time was spent on them.

Miss Tough.

Cooking (b).

They are working with spinach. They found the woody fibre was tender and in pressing the leaves that they become moist and pulpy. They decided to add a little water to the cooking. Their saucepans were full of leaves when they started and when they finished they had a small quantity of pulp and a large quantity of water full of rich juice, which had to be drained off in order to serve the spinach as a dry vegetable. They were very much surprised and said that next time they would not put in any water.

Miss Harmer.

Art work.

They have been making sketches out of doors for space relations and have begun to notice the difference in color between the ground, leaves and sky. They have also had a memory game from dramatization. Four places were marked on the paper and the children acted out different things and then they were required to put them in the four spaces on their paper. Some of the children who have been extremely slow during the year are developing and show more definite ideas in their art work.

Miss Cushman.

History (b).

The children were obliged to drop their work on the oven out of doors on account of the weather. They have planned a feast to which to invite IVa. We talked a little about feasts and why people had them and the children suggested that their feast might be to celebrate the birthday of the leader but finally decided to have it after the harvest. They are now a wheat village with some flocks and herds. One day we talked about village organizations and the way disputes could be settled. One child said there would have to be either three, five or seven men. For their feast they have planned games, ground a quantity of corn and made some butter. They looked at the seeds they had planted in dishes and at once saw that the ones in the dark were far ahead of those in the light. One day we weeded the garden. Most of the children found it irksome. In weeding we talked about the necessity of light for the plants, because many of the weeds were taller than the children's seedlings. I then pointed out to them the way the leaves grow on the stem and in pulling up the weeds they noticed the various arrangements.

Miss Hill.

History (a & b).

They have had the story of Drake from his return after the wrecking of the ships by the Spanish in the Gulf of Mexico to his determination to sail around South America. This part of his trip was given to furnish a means of review for Magellan's trip, since Drake stopped at the same places and noticed some of the same things that Magellan wrote about. They then took his trip along the Pacific as far as California and will take up next week the way in which he claimed this country for England. This has been given in order that the children would have England's claim to the west of the country as they have had her claim to the Atlantic coast by Cabot's voyage. The voyage of Cabot was given them in the reading lesson. I have tried this week with Vb dictating to them and having them write from dictation rather than copy from the board or write their own sentences, chiefly to gain facility in writing. I took something that they had all read several times and were fond of, a little poem called "Over in the Meadow", and dictated a line at a time. Three of the children I had write it on the board first, selecting those who were least free in their movements. With Va I continued the reading of the Gorgon story in which they are very deeply interested.

Miss Runyon.

Cooking (a).

Reviewed the essential points which had been found out with regard to yeast and bread-making, after which each child made a small loaf of bread. The practical work was done very slowly and parts of the process had to be shortened more than

was desirable. The results were not as good as they should have been and the work will be repeated.

Miss Tough.

Textiles (a).

Continued warping of looms.

Miss Tough.

Science (a).

One day I talked to them about keeping records and making drawings which should show what they had been doing better than they could in writing. They then started to make a record of the seedlings they had planted, showing the germination in sketches. It was very hard for them to make a single line instead of a rather sketchy one. We also talked about CO_2 that we had found the plants gave off and talked about the way in which plants obtain their food, and the necessity of light. In weeding their gardens they have observed the arrangement of leaves to secure light.

Miss Hill.

Science (b).

On account of the holiday they have had only one period this week and that was spent in the garden.

Miss Andrews.

~~Ranking~~ (a).

Number (a).

They are all able to multiply by numbers where the multiplicand consists of two figures and they understand the carrying of the tens. They began today on addition preparatory to adding in columns. We took the combinations making 12, such as asking, if 6 were taken, how much more would be left in

a foot. Then if they ^{had} ~~add~~ 3" how many inches would they need to make a foot? I drew this on the board representing the whole foot, then the parts, so that they could get the image. After working it out with the foot, they were given the abstract numbers. I took up 12 because they have been using the foot ruler in their measurements.

Miss Bacon.

Number (b).

The object was the relation of $1/3$. I asked the children to divide a square into three equal parts, an oblong, a line, a circle, and then asked what is each part called when so divided. I got them to show $1/3$ and $2/3$ of the oblong, the circle, and the line. I divided 9 marbles into three equal groups and asked what part of 9 one group was, 2 groups, 3. I then varied it by asking them what $1/3$ of 9 was, $2/3$, $3/3$. We then worked with 6, 12, 15 the same way. Rapid drill in adding and subtracting from the number tables given last week was given. I have attempted to have them visualize the tables but have had no success thus far. In my next lesson I took up the relations of $1/4$ and reviewed the relations of $1/3$. $1/4$ taken up in same way as $1/3$. They then had the following problems: How many inches in $1/4'$? $1/3'$? $1/2'$? $2/4'$? $3/4'$? $2/3'$? We then had a number game, consisting in naming odd and even numbers to 100. This was much enjoyed.

Mrs. Marferding.

Art Work.

They made an illustration of what they could remember of the excursion. They had either not noticed as many things as IV or did not remember them from the length of time that had elapsed. I think it was probably the latter. Their attempts, however, showed better visualization than those of the younger group.

Miss Cushman.

June 1, 1900.

History.

In our history time we took the breaking off from Massachusetts of the different colonies. We took up first Rhode Island by describing the difficulties Roger Williams got into and what his beliefs were. The children were quite emphatic in their opinion that he was right and that the people ought to have been glad to have him stay. When asked to look at it ^{and} from the other point of view, it was brought out how rigidly the people wanted the government after their ideas, they suggested most stringent punishment for those who did not accord with their ideas. Most of them thought that a person ought to be hanged and it was only after a while that they could be got to suggest sending him to England. The children were told of his discovery of the intention of the colonists and of his escape in the winter, his going to Massasoit, then of his choosing a place and founding a new colony, which we pointed out on the map as Rhode Island. The children were then asked to think of how he would have this colony controlled, whether he would let only those people come there who believed in his free ideas or whether he would let everybody come. The children were quite divided in their minds as to what ~~would~~ he would do but gradually came to the conclusion that he would let everybody come. They were reminded of what they had previously had about the founding of colonies and the toleration granted by Lord Baltimore. We then compared Rhode Island and Maryland.

For writing this week I have tried dictating to the

children as to Vb. I was surprised to find that they could not write as rapidly as the younger group and needed more help in spelling.

One period has been spent with me in reading, as time enough is not given to them in the general scheme. It is planned to give more of their time to reading and writing for the rest of the quarter in order if possible to give enough impetus to take them through the summer.

Miss Runyon.

Number Work.

Their two number periods have been spent in drill to gain quickness, part of the time on the 9's table, as they have most of the others, except perhaps the 7's and 8's, and the rest in adding columns of figures. This has been done by putting the same on the board and letting them add it as quickly as they could in their head, giving the results to me and when any differences arose having someone go through the example out loud. They added numbers in which thousands occur and have shown more ability in it than heretofore.

Miss Runyon.

Art Work.

Are finishing their clay figures.

Miss Cushman.

Science.

One period has been spent in the garden.

Miss Andrews.

Textiles.

began weaving of blankets from the designs which they had made and colored in the studio.

Two who had not finished their looms spent the period in winding wool and in calculating the amount of canvas needed to cover the top of the caravan which the class had made in the shop.

Miss Tough.

History.

They have been finishing their map of the U.S. in clay and have read from "Boys of '76" of the Battle of Brandywine. They have also finished writing a description of their clay map. In connection with this they have learned to spell the names of the large rivers which they have placed on their relief map.

Miss Bacon.

History (b).

They are using "Boys' King Arthur" as a reading book and have read several chapters describing one event. They discussed what part of that was best adapted for their play and which part should be brought into the dialogue as descriptive of the events which were taking place between the scenes. They dictated to the teacher what they wished written and she gave them a spelling lesson on the words and then dictated to them what had been given her.

One hour was given to Mr. Peterson for practice in writing. With two exceptions the children are getting freedom of movement.

Miss Bacon.

Textiles.

The children are weaving their blankets in design.

Miss Harmer.

Art Work (a).

Have been making groups in clay in connection with their history of the Revolution. Part of their time has been spent in finishing these and part in out of door sketching.

Miss Sexton.

Art Work (b).

They have been making in water color some leaf forms. I have been showing them how to make a careful study so as to form a background for design work.

Miss Cushman.

Number (a).

They are learning the multiplication tables by heart, also continuing long division.

Miss Hill.

Number (b). The object of the lesson was to add, subtract, multiply and divide with $\frac{1}{6}$. The children drew a foot on the board and broke it into 6ths, finding how many 6ths in a $\frac{1}{2}$. They divided a cylinder into 6ths finding how many 6ths in a $\frac{1}{2}$. I asked for several other concrete demonstrations, showing $\frac{1}{2}$ equals $\frac{3}{6}$ and we took up the following problems which were illustrated: $\frac{1}{2}$ pie + $\frac{1}{6}$ pie; $\frac{1}{2}$ pie - $\frac{1}{4}$, $\frac{1}{2}$ - $\frac{1}{6}$ $3 \times \frac{2}{6}$ pie. We then took the foot and illustrated it in the same way. The illustrations were not given until after the pupils had attempted a solution. Another problem given them was: If Charles had a $\frac{1}{2}$ apple and gave his sister $\frac{1}{6}$ of it, how much would he have left? A girl's mamma divided a pie equally among some children, giving each child $\frac{1}{6}$ pie; how many children were there? A boy's father divided $\frac{1}{2}$ orange equally among three children. Each child received how much of the orange?

I gave them a short drill on adding and subtracting by 9, 8 and 7. In the next lesson we reviewed the relations of gallons, quarts and pints, taking such problems: 8 qts. are how many

gallons: 2 gal. how many qts.? 2 qts. what part of a gallon? etc. Then we estimated the cost of milk at 5¢ a qt, finding how much a gallon would cost and at 8¢ per gallon how much 2 qts. of milk would cost. If a family used 2 pts. of milk a day, how long would it take to use 2 gal.?

We then estimated how much milk would cost a family at 5¢ a quart, using 2 qts. a day for 1, 2, 3, and 4 wks.

Mrs. Warferding.

Science (a).

I began the science work with this group by having them observe the tadpoles in the aquarium. I then talked to them a little about the object of drawing in science and had them draw pictures of several stages of development of the tadpole, also read to them the article on toads I had read to VIIb. They seem much less eager about the subject than VIIb.

Miss Hill.

Science (b).

This group is very much interested in biological problems. They have asked a great many questions about different species--the descent of man, the monkey which they brought up arousing great curiosity. For this reason I spent one period in giving them an account of the Darwinian theory of the origin of species. They brought up many instances of protective coloration, etc. In connection with this we talked about the different classes of animals, the vertebrates and the invertebrates being the two great divisions. Under vertebrates we discussed the amphibian, since we had been studying toads, and under invertebrates the insects, with which they