

They decided that Cromwell would leave the Virginia Assembly in power, and except for the fact that the Commonwealth would take the place of the king, there would be little change in its government.

One period was spent in reading why Virginia was called "The old Dominion", from "Stories of the Old Dominion"; and one period, in discussing the grant to Lord Baltimore of Maryland, and the opposition to it from Virginia. We brought out the fact that under the original charter this land had been given to Virginia, and questioned whether, when the charter was annulled, this land would then belong to the king and he would have a right to give it to any one he chose. The two oaths of supremacy and allegiance demanded by Virginia of all comers, was mentioned, and the fact that Lord Baltimore tried to locate his colony first in Virginia, but was refused because as a Catholic he could not take the oath of supremacy mentioned.

Next week they will take up the question whether, getting his grant from the king, who favored the church of England, Lord Baltimore could shut out all but Catholics from his colony.

Miss Runyon

Science: Have spent the last week in looking up logarithms and showing them how to interpolate. I gave them some examples which they were to work out both by logarithms and by multiplication, in order to check their results. The chief difficulty in this work has been that the children did not seem to understand the terms subtraction and multiplication, or to know their definition or process.

Miss Moore

We are working on several problems at once, because we have not apparatus enough for all of us to work at the same

time on one problem.

The first problem is the determination of the angle of minimum deviation of our prism. The prism is laid on the table parallel to the edge of the table but two or three feet back from it, and the observer stands at the edge of the table. Someone else then slowly rotates the prism back and forth about its axis until the position of minimum deviation is found, and the prism is then fastened in that position. The observer now sees the part of the table beyond the prism appear to slope down away from him. He lowers his eye until he is just sighting along this sloping appearance of the table. The perpendicular from the table to the eye is then measured, and also the distance from the foot of this perpendicular to the prism. This gives two sides of a right triangle which can then be solved with the trigonometric tables, and the angle of minimum deviation be thus obtained. The determinations thus far made vary from 36° to $43^\circ \frac{2}{3}$.

We have also drawn sections of our lenses, each person drawing a section of a convex and one of a concave lense. After moving the lense back and forth between the eye and some object on the table, the two following questions are answered under the section of each lense:-

- (a) At how many places does the object appear distinct?
- (b) Does the object grow larger or smaller as the lense is moved away from close to it?

We have also done some work with conjugate foci, although I am not certain that we have used that term. We have put a candle on one side of a convex lense and gotten the image on a screen on the other side, and then measured the distances of candle and screen from the lense. We have then interchanged the distances, and found that we again get an image. We have

repeated this for other distances, but have not yet determined the focal length of the lens.

Mr. Jones

Photography: Most of the time in the photography classes during the past two weeks has been spent in studying the mechanism of different kinds of cameras, and the uses of the different parts. It has been impossible to do any practical work, on account of not having the use of a dark-room.

A. T. Stewart

Latin: I am giving them the story of the Argonautic Expedition. We have gotten as far as where Jason comes to the religious festival of Pelias. I have made it the basis for dictation, and study of noun and verb forms.

Miss Schibsby

Cooking: Same as Group VIII (b)

Textiles: Practiced spinning before taking their spindles home.

A. H.

Miss Harmer

Shop: Have been discussing the framework of a large folding screen. The children have been asked to bring in drawings showing what they considered to be good proportions.

Mr. Ball

Art work: Are putting their illustrations of Miles Standish on rice paper in monochrome. The lettering is being done under the direction of Mrs. Brown.

Miss Cushman

Music

Gymnasium

French

History: Have finished the colony of Virginia. The last week they have taken up a brief study of the settlement of Maryland, the reason for its settlement; and compared the government, and the rights given to Lord Baltimore, to those given to the London Company. They have also taken up the different industries aside from agriculture, and have followed out the iron industry and discussed the commerce of the colony. They then read about the Navigation Laws, and discussed in what way they would effect Virginia.

The children now, in this Group, are given some little reading to do at home. They are also referred to "Old Virginia and her Neighbors" by Fiske and they have used Bryant's and Higginson's History. They are constantly referred to the material to be found in their own home libraries. One-half hour was spent in writing out a comparison between the establishment and government of Virginia and that of Maryland.

Miss Bacon

Latin: Have continued the reading.

Miss Schibsby

Science: Practically the same work as that of Group X.

Textiles: Special work has been assigned to different children.

Helen and Josephine are preparing an exhibition frame to hold the fabrics which were sent from the Washington Museum. Will is passepartouting some Indian designs. Phoebe and Harriett have charge of the colonial loom, and are preparing drawings for the necessary attachments which they will have charge of making in the shop; the actual work will be done by some of the younger children. Marion and Fred are warping the Kentucky loom and are responsible for making the attachments in the shop.

a. H.
Miss Harmer

Cooking. Same as Group VIII (b)

Shop: Some of the children have finished their screen for the work in photography, and others are working on pinhole cameras. This Group is also at work upon the large folding screen.

Mr. Ball

Art work: Are doing about the same work as Group IX.

Miss Cushman

O.K.

Music

Gymnasium

French

We took up the preparations made by the mother for the family's winter supply. We traced the processes involved in securing fruit from the farmer, taking it to the store-house, and the store and the home; and the preserving done by the mother in the home. In our cooking each child prepared a glass of cranberry jelly. One day we took up the storing away of shelves and in cupboards, the fruit to keep for the winter. The children melted paraffine and poured it over their jelly, and then labeled their own glass with their name, to be kept for winter luncheons. We took up the dealings with the grocer in order to get the fruits ^{to} preserved. The children were given measuring cups with which to measure the sugar and cranberries, and paper to do up the packages to take home. We took up next the storehouse from the point of view that it was a large place where a great deal of fruit could be stored, and that the grocery store itself held only enough for a single day its stock being supplied from the wholesale house. On Friday we took up the farmer and his orchard. The children looked at pictures of orchards, and planted twigs in the sand-box to show how trees were planted in rows.

In constructive work the children made cupboards for their fruit, measuring the shelves and doors. They made the wholesale house out of a big box. They wove baskets out of raffia on copper wire. In connection with the storehouse they made elevators out of corset-boxes because storehouses have so many floors that elevators would be needed.

Sub-Primary. Groups I and II. November 18, 1899

This week the children have been asked to chose their own songs. The choice is indicated by one child whispering to the person at the piano the song he desires, and the rest guessing from the tune.

We drew and painted the different kinds of fruit.

Miss Scates

OK.

~~Music~~

~~Gymnasium~~

Social Occupations: (a and b),

We took up this week the dairy farm. We talked first about the need of the farm,- that if it were a dairy farm alone only pasture land would be absolutely needed; that people might get corn and food for their cattle from another farm. The children decided that a pasture should be a place where the grass grew thickly, that there ought to be some shade upon it and a place where the cows could get water.

They discussed the habits of the cow, of its food and the consequent effect upon its teeth: the teeth being adapted for that sort of food. We spoke also of the habit of chewing cud because grass having but little nourishment in it, compared with other foods, greater quantities would be necessary, and therefore the cows would have to get as much as they could and chew it at their leisure. We talked a little of how wild cows have to hasten more than domestic cows on account of the fear of beasts, and so the habit had been formed in wild cows and of course had not been changed on account of domestication. From the window we watched a cow which was pasturing across the street, saw it eat very fast without waiting to chew, and later lie down and chew. By watching carefully the children saw the muscular motion of bringing up the cud into the mouth.

We measured water, pretending it was milk, and found how many gills there are in a pint, and the number of pints in a quart. This was done over and over again until the children could remember. Then the children computed how many pints there would be in a certain number of quarts that would be

necessary for us to get for making butter. We got the milk and the children set it in a cool place for the cream to rise, and the next day skimmed it and are going to make butter when it is a little older. One group of children made some dashers for their churns which are to be bottles with wide mouths. The other children thought that shaking would do as well, as they had seen churns with that method, so they are going to try that plan.

The children looked at Millet's pictures of farm life, a woman churning, a picture of cows being driven home from milking, of cows in the pasture, and of cows being milked. All the pictures were photographs from famous paintings.

The children played several number games. In one, I took some beans in each hand and asked them how many there were in each, then I put them together in one hand and without giving them an opportunity to count them asked ~~how many~~ who could tell how many there were, by adding the number they had seen in each hand. The child who could tell, got the beans. We also played ring toss, counting each ring as five, to get practice in counting by fives.

Miss Anderson

Cooking: (a and b)

The children found out how much water ground corn absorbed by comparing with flaked corn, the proportion being five to one. Each child cooked a quarter of a cupful, and calculated the amount of water in cupfuls. They also prepared cocoa. The children noticed the difference in the size of the grain in soaking the sugar and the cocoa and noticed that the fine-grained cocoa lumped; when the granular sugar was mixed with it the lumps were easily removed. A further separation was

made by mixing by mixing with an equal quantity of cold water. This was mixed to a smooth paste and milk was added slowly and it was cooked until creamy on the surface. The recipe used was

1 teaspoonful of cocoa
 1 " " sugar
 1 " " water
 1/3 cup of milk.

Miss Harmer *an*

Sewing: (a and b)

Shop: (a and b) Same as last week.

Art: (a and b) They are making clay figures of farmers doing different things, such as raking, hoeing, sowing seed, etc., using copper wire to make the skeleton and bending it to get the proper attitude, and then covering it with clay.

Music

Gymnasium

P.H. Mrs. [unclear]

History: (a)

Miss Camp

History: (b) They have continued making clay bowls and decorating them, using yellow ochre. They burned some of the ochre to make a darker color.

They have talked about the names of the people in the tribe and some of them have chosen names for themselves. One of them called himself Clay-finder.

Miss Hill.

Textile work: (a and b) Are practicing spinning with the spindles which they made in the shop.

Miss Harmer *at*

Sewing: (a and b) Continued the making of work-boxes and needle-bags. *books*

Miss Tough

Cooking: (a and b) Same as Group III.

Art: (a and b) I have been giving them games to bring out the drawing of action in figures. They take turns in acting out something and the other children ~~would~~ guess what the action meant. The actor would not tell what he was doing but we could tell from the drawings of the children whether they had the correct idea. A great deal of interest was manifested in this. As a rule the action represented is in regard to shooting with the bow and arrow or gun.

I have been watching particularly to see how much the clay work has done for them. I find that they have a much better sense of proportion. Their work is still very crude but I detect a great improvement in the facility with which they get the larger directions of the figure. I have talked with them about the way in which they should build up clay figures, getting the direction of the wires first. I have them draw lines and call them action lines,

that is, one line for the body, two for the arms, two for the legs, and so on, in the right position to make the action. Then they cover these lines with mass. In some of the children this has developed a much better sense of proportion. Some who last year did not recognise when they had the head larger than the body, now show better ideas of proportion.

E. K.

Miss Cushman.

History: (a) They have been talking about the Indians who lived in villages, and about the Iroquois in particular, and where they lived in New York State. From the scarcity of game they were told how they began to plant fields and so were obliged to stay in one place. They also talked about the qualities of the leader, and how they were different in the roving, hunting tribes and in the settled tribes. They said the leader must be strong and brave and a good hunter and that he would have to know things beforehand.

They have continued work on their wigwags. Some of the children have finished them and are decorating them, putting on their totems pictures of Indians and animals. *Win Hill*

History: (b) We continued this week putting into special topics all that we knew about Indians. We took up war. The children were asked what would cause one tribe of Indians to go to war with another. They mentioned the taking of hunting grounds which the tribe thought were theirs. They were also led to see that one tribe might unite with another out of friendship and help fight their battles, and also that the whole tribe might take up the quarrel of one person. But the under-lying principle was that the tribe felt that a wrong had been done. It was not deemed essential to take up the wars of aggression.

We took up next how the decision to go to war would be reached and brought out the assembling of the chiefs and the council of war and that in this much would depend upon eloquence. The children said that the chief would try to use words which would excite the people. We brought out that there must be an agreement among the chiefs about the necessity for war.

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We took up next the method of announcing the war. The children were told that usually tribes deemed it honorable to warn the people with whom they were going to war, - and of some of the declarations of war, which simply meant, "Be on guard." This was done, as some of the children knew, by sending a tomahawk dipped in red, or a pipe with red feathers. The children said the red was to typify blood. They were also told that war was practically declared when one tribe refused to smoke the peace pipe with another, and also by sending a wampum belt; if this belt were displayed with the figures reversed, it meant war.

The children were asked to think of the preparations for war in a village, and mentioned the paint, and the war-posts about which the chiefs danced and into which each stuck his tomahawk, others following the example until the dance became general. The object of this was both to excite each other and to get some practise. They were told that while Indians usually gave some indication of the fact that war had been declared, a part of the tactics of war was to take the enemy by surprise, and for this night attacks were common. The Indian file was mentioned and the way Indians have of walking with their toes straight ahead or slightly turned in, and

this explained; that the Indians had to walk through grass, and that by putting one foot straight in front of another they were able to push it through the grass without encountering the friction of walking across stalks, as would be the case in a diagonal movement.

One period was spent in recalling all the dangers that menaced life on the plains,- starvation, enemies, attacks of wild animals, and prairie fires. We recalled in each case how they were prepared to meet the emergency.

In regard to animals we mentioned the fact that horses were not used by the Indians until after the white people came to this country, and therefore they had to use their bows and arrows, tomahawks and spears,- the two latter requiring nearness to be used effectively. In regard to horses I told them that after the Spanish came many horses were either left by them or ran away and became wild and increased in numbers and were found and captured by Indians in the southwest. The method of lassoing them was described and the practice of breathing in the animal's nostrils to tame him, as given by Catlin.

In this connection we discussed why the Indians did not have domestic animals and fowl though there were many wild ducks, geese and turkeys about. It took the children some time to think that this was because the Indians moved so often that the fowl could not be depended upon to become accustomed to each new place and make it possible for them to run about, and also the Indians lacked the patience to carry on domestication.

We spent one period in talking about the Indian's idea of a Great Spirit, of his method of sacrifice, and of his

constant use of prayer, aided by his prayer stick. We spoke very briefly of the Indian's idea of a hereafter where the good Indian would go to a Happy Hunting Grounds, and the bad Indian to a cold, dismal place, which embodied the Indian's idea of greatest discomfort.

The children have been reading Algonquin legends. Those who read most easily have finished these and were given Myra Pratt's "Legends of the Red Children," or the Hiawatha Primer which contains most of the story of Hiawatha, while the other children were coached.

With Miss Jones the children have nearly completed their Algonquin house.

Miss Runyon

Science: (b) The children have talked about latitude and longitude, finding out why the system was adopted, for the convenience of travelers, and establishing the exact location of places. They have taken up the subject very intelligently. They have found out that the great circles are the equator and meridians, and that parallels of latitude will be smaller and smaller as they approach the poles, and that therefore a degree of longitude means nothing unless we also know the latitude of the place.

OK
Miss Andrews.

Number (b): Have been drilling on the different ways of summing up. They noted the different pairs of numbers which made ten, as eight and two, seven and three, etc. They were given the numbers seven and five and asked if there was enough to make ten, and they replied yes, and two over, and readily saw that this would be twelve. They then took twenty-seven and put five with it; they said that would make more than another ten, which would bring it up to thirty and have two left over.

In this way they drilled on the numbers for a half hour.

Number: (a) Same as Group V (b)

Cooking (a) Examined carrots; talked about the part of the plant to which they belong, and the way in which they grow. Saw by cutting into them that they contained a good deal of water, and found by tasting that they contained sugar. Noted quality of cellulose and decided that long cooking would be necessary to soften it. Cooked carrots and prepared white sauce for them.

OK. Miss Tough

Cooking: (b) Have had their last lesson on vegetables, and prepared for their luncheon one of each class, with cream sauce; that is, potatoes, representing the starchy vegetables; next onions, representing the strong juices; and celery, the ^{sweet} white juices. They calculated the amount of white sauce necessary to serve the class, and the amount of thickening required to that proportion of liquid. They also calculated the amount of cocoa necessary for luncheon, and the amount of cocoa and sugar necessary for the amount of ^{liquid} ~~water~~.

Miss Harmer *OH*

Textiles:(a) Did the same work as Group IV.

Textiles:(b) Are making baskets which will be finished about the time their thread is prepared for scouring, dying and weaving. This thread is being spun at home.

Miss Harmer *OH*

Sewing: (a and b) Finished hemming their dish-cloths for the kitchen.

OK.

Miss Tough

Art work:(a and b) Are doing illustrative work again from the figure, instead of clay work. Group V (b) did the best clay work. Their results were in some cases very artistic. They have