The children began the study of the Ethiopian race. This race was chosen on account of being distinctive and very different from races familiar to the children. Their race in its native country has been taken up first. The children talked about the climate of Africa and its effect upon color. They volunteered information on this subject, citing instances of tanning in the summer. They had all seen Negroes and so knew the physical characteristics, which they were able to tell. The mode of life was talked about and the dangers that beset the people, and the way they guarded against them.

To let the children know how we obtained knowledge of these people, we took up Stanley and his explorations. The introduction of a personal element has greatly increased their interest. They are fond of pretending that I am Stanley and they are his followers. They wondered how Stanley could talk to these people and thought it was very wonderful that he could learn so many languages, visiting as he did so many tribes. This led to a discussion of the character of the African language, and whether it would have as many words as ours. After thinking, they thought of a great many things and actions for which the native Negro would need no word, and they concluded that their habits being simple, their language would not be hard to learn.

Miss Andrews.
Science:

The animals and plants that live in Africa were studied. The gorilla and other Anthropoid apes we have talked about seem to interest them much more than do the lions and tigers. Several have expressed their ideas of evolution in this connection and they have looked very carefully at the illustrations of these animals for resemblances to human beings. Some of the boys have wished they were Africans, which led to a lively discussion of the relative advantages and disadvantages of our life and the native Negro's. The children showed a good deal of intelligence on the subject of the kind of animals which would be found in a hot country like Central Africa.

For hand-work they illustrated the houses of the negroes and drew the animals that the natives were obliged to defend themselves against.

Miss Andrews

Botany:

As the children brought seeds to school they studied them, finding out how they were scattered.

Cooking:

In their study of cereals, we took up whole wheat grain, farina, wheatena, and wheat flakes. These were examined by the children, and they made the following observations:

(1) A difference in color between wheatena and farina.

(2) " " outside and inside of wheat grain.
(3) That farina was same color as inside of wheat grain.
(4) That wheatena had the color of both parts of wheat grain.

The next point to be taken up was the difference in preparation from whole wheat grain of farina, wheatena and wheat flakes. Upon this the children made the following observations:

(1) Farina and wheatena = ground fine.
(2) Wheat flakes = pounded or rolled.

The third point was in regard to cooking of groundgrains and of flakes. On this point the children observed:

(1) ground grains: Separated with cold water to prevent lumps; Takes longer time to absorb water; actually cooking delayed.
(2) Flaked grains: Sprinkled into rapidly boiling water, then cooked slowly. Immediately absorbs water and cooked in shorter time.

(Note. The children cooked wheatena and farina in previous lessons, and were familiar with the physical changes which took place. In this lesson wheat flakes were cooked for the luncheon.)

Sewing and weaving:
The children continued the basket weaving.

Art work.
The object of the art work during October has been to give the children greater technical control. During the past week
I have been giving illustrative work to those groups that were ready for it. In Group I the children are of an age when they have vague impressions. They need to observe and gain control in direct expression. For that reason I place objects before the children. This week they drew a cat-bird. This subject interested them exceedingly. They asked to hold the bird, and they were very quiet while it was passed around. Each noticed by touch the peculiarities of its form.

The next day they made a picture of the tree that the bird lived in. This was imaginative work. They were asked to look out of the window at the tree, then to correct their pictures.

Music:

Rhythm through song singing.

Manual training:

They have made in bristol board several little articles, using the simpler tools.
Groups II, III.

History: (Most of the work of this group was reported in the printed work in the Record for Oct. 28. In addition the following)

The time was spent in story-telling and discussion and methods of expression in clay and chalk. They attempted to state how the discovery of the bow and arrow might have come about. In working out this story the question of the proper stone for arrow heads came up, and the children with great interest tested various stones again for friability, cleavage, texture etc. and were given the acid test as an easy way for them to distinguish between hard limestone and gray granite. The reason why this was given was that among the collection of arrow heads shown was a gray granite one which they all declared was granite, being very like it in appearance. Some further test had to be given beside the grumbling into sharp crystals instead of powder to convince them that there was a great difference.--Miss Camp

Science:

In connection with their history they modeled axe heads, spear heads, the first needle-shaped fish hooks and the later barbed fish hooks. Water was made to boil by means of heated stones. The modeling of the caves was finished, with the cave dwellers and their implements of a proportionate size.

Miss Hill.

Botany. The children studied the cat-tail seed and illustrated their observations by drawing, as they can, as yet, write very little. Few of the children in these groups drew the seed accurately, not having observed it closely until their attention was called to its peculiarities. As it looked a good deal like the aster seed, they drew it like it, not noticing that the seed was in a different position relative to the down and so was poised in the air in a different position.

Miss Andrews.

Cooking:

Same as Group I.

Music:

In Group II a child gave a line of poetry and a melodic phrase to which to sing it: "The snow falls softly to the ground." The melody given was all on one pitch. The other children were about to refuse it when the teacher harmonized it and they discovered it to be a melody and sang it without further criticism. Group III offer original
phrases and find their rhythm after they are harmonized? Mrs. Kern.

They began to swing the two and three pulse melodies and to picture them on the board. They are learning to recognize these rhythms as they sing or hear them. Miss Blanchard.

Sewing and Weaving:

Group II. finished the baskets by turning down each rib and fastening it to the next by winding with the fiber. Group III began overcasting on coarse flannel with No. 30 cotton and number 5 needle. The stitches were 3/8 of an inch deep and 1/2 inch apart. The flannel was for use in the kitchen as polishing cloths. Miss Tough.

Art Work:

They children made a picture of the cave on a rocky hill side. This was the subject of their study in other work. This also required the introduction of trees. The second day they had a lesson in trees. It was explained to them that as they would wish to make pictures of the place in which their tribes were living, they would need to know how trees looked, so I would help them to make better pictures. They drew pine trees. There were some within view from the window and the result of this lesson was quite remarkable. Nearly all showed the character of the pine and one child put in three trees, showing distance between them. Miss Cushman.

Gymnasium and shop work as previously reported.
Group IV.  History

The conditions of land in the neighborhood of the Volga were discussed; the children knew the conditions resulting from a river flowing through a plain, bringing down alluvial soil. This idea was dwelt upon somewhat from the geological point of view, the wearing away of mountains, etc. We then spoke of the building of log huts, time required, tools used, furnishing, etc. The character of the soil led to the beginning of agriculture. The observations of the primitive people in regard to seed as the origin of plant, the attempt to bring grain nearer by planting it; the tools first used, the sickle of bone with flint edges inserted in the teeth cavity; the plow, a bent branch sharpened and hardened in fire; sometimes pointed with stone. The conditions necessary for growth of crops.

We next arranged our united people in a village after the custom later used among the Germans; the houses at one end, the common pasture land and the fertile ground divided into strips allotted to families. The reasons for the law that all should plant the same grain in one field, though each family attended to the farming of its own strip was brought out.

We discussed the father's command over the family, and from this talked of the rulers in general in the village, though this was merely alluded to, to be brought out later by a story. In connection with the awe and regard for the father the custom of the morning sacrifice to the sun, at which the father presided was mentioned as aiding in bringing about his authority.

The children drew pictures of the sickle on the board as they thought it would look. A variety of forms appeared, some showing a knowledge of the common scythe. I have spent some time in one place, in developing the agriculture and the religious notions chiefly to give the children an idea of length of time in village life and of the gradual growth of customs.

Miss Runyon.

Cooking:

Their lesson began with a discussion on the experimental work done with the potato and tomato and from this was deduced the best methods for cooking them.

The children were asked to give directions for cooking a whole potato, and failed. They then reviewed the analysis of the potato, told what it was made of, (starch and cellulose) how these constituents were affected by water and heat; what changes were necessary in starch and cellulose to make them easily digestible, etc. After this review the children were again asked how to cook the potato, and the proper directions were readily given. The review occupied half an hour; the practical work one hour, in which potato soup was made and apples baked.

Miss Farmer.
Sawing:

The bags basted the previous week were sawed. The seam was done in a stitching stitch 3/8 of an inch long and 1/2 inch from the edge, with colored Barbary cotton and worsted needle.  

Miss Tough.

Music:

This Group has readily recognized strong pulses of new melodies, but find trouble, in some cases, in swinging the rhythm.  

Mrs. Kern.

Art. Work:

This group made pictures of the valley in which, as an Aryan tribe, they had been dwelling. On the technical side they were told how it represented the two plans of sky and ground. Their attention was called to the horizon line. They also began the study of trees with the same motive as Group II and III. In one or two cases considerable originality was shown in their arrangement of this subject. Animals and figures were introduced, though not called for.  

Miss Cushman.

Manual Training:

In addition to the pencil sharpened and seed labels reported, some members of this group have made a flower trellis. This involved for new tools the rip saw and use of chisel.; and in work, the making of a half-lap joint, one half the upright part of the trellis stick being cut away, and the cross-piece cut to fit across it. The work also involved measurements, plaining, cross-cut sawing. The upright stick was 15 inches long, and was crossed by three sticks, the upper and lowest being of the same length, and the middle one slightly longer. This carried out the idea of proportion used in all work with this Group, that of a rather long oblong piece. Three inches from the top were measured, and a half inch below for lap; this made the first opening; 3 3/4 inch s below this, and 1/2 inch for lap came the second opening, and at an equal distance below the third. The end of the trellis was formed into a sharp point to go into the ground. This involved the use of the triangle, and brought in a new principle, that of planing on an angle.  

Others of the Group have begun a twine winder, involving the use of the compass, the bracket saw and the chisel. The general principles involved in work with the younger groups are (1) few tools, (2) simple models, (3) repetition of principles and the use of as many tools as possible.  

Mr. Ball.

Botany  (Same as in Group III).
History (United States.)

The work of the Quarter began with a short review of the English colony in Plymouth, and then took up a study of Henry Hudson and his explorations along the Hudson river, and the settlement at Fort Orange. The device resorted to to people the country and its success in the Manorial system was taken up in some detail. Its advantages and disadvantages, its social effect, effect on religion, etc. The home life was also discussed.

Miss Bacon.

Reading:
(Sentences taken from history work. These were type-written for children):

The Dutch in New Amsterdam

The Dutch West-India Company hired men to come over to New Amsterdam and trade with the Indians. The Dutch built a trading post at Fort Orange which was on the Mohawk river, where it flows into the Hudson. At first there were only a few men came over; but after a while more men came with their wives and children and settled in New Amsterdam. The Dutch West India Company paid the Indians just $24 for Manhattan Island. Not very many people came over for a while, so the Dutch West India Company said any man who brought over fifty people could have land sixteen miles down the river and as far back as he wanted it. They called these men who brought these fifty men over patroons. The patroon could make all the laws and make his men obey them. He said they couldn't go off his land unless he told them they could. They had to grind their wheat in his mill and they had to sell all their produce to him for whatever price he asked them. They couldn't hunt or fish on his land unless he told them they might. Sometimes when the men worked very hard the patroon would let them free and the man could buy a little land from the West India Company.

Miss Bacon.

Science: Botany:

A study of the seed of the witch hazel, drawing them and taking measurements of the distance the seeds were shot out of the pod. Also cat-tail and clematis. They began their covers for the records they have made of their seed study, using seeds as the basis for their designs.

Miss Andrews.

Science

The work of this Group was the same as that of III.

Miss Hill.
Sewing:

Turned a two-inch hem at the top of their work-bags and basted it, then overhanded the hem using number 30 cotton and number 5 needle.  
Miss Touch.

Music:

Swung and pictured rhythms more accurately, and individuals can pick out the melody on the key-board. They are learning to recognize the identity of melody played in different keys. Special work has been drill on simple scales.  
Miss Blanchard.

Art Work

I gave this group a study of flower pot in which was a growing plant. The technical object was mass and proportion. The latter was developed by expressing the relative size of plant to the pot. This was done in colored chalk.

Manual Training:

Continued work on ink-stands. This required cutting below the surface with chisel, forming a design. Practice work is required in this before the group begins the actual work.

Continued work on spool stands.

Booking: Same as IV
Number work:
This Group has begun formal number work, and has two periods a week. They are keeping the accounts of the school, i.e. of the amount of money spent in cooking, carpentry work, etc. The bills for the previous week are handed to the teacher, and the children see that they are correct. This brings in formal multiplication and addition. The children are taught to enter them in book-keeping order, and each child has his own book, and the responsibility for the correct keeping of the accounts is placed in the children’s hands. The allowance given the school is stated to the children, and they thus find out whether the amounts expended exceed the allowance.

Miss Bacon.

History: (United States)
Last year this Group studied a typical English colony, a typical Dutch, and a typical Southern colony, and followed it up to about the year 1660 in each. This year they had first a rough short review, then began with the feeling of independence that was growing, the idea of union for protection against the Indians, and the latent idea that perhaps it might be needed sometime against England, because of the feeling of liberty then beginning to assert itself there. The Group has shown an interest, for the first time in the governmental side; how laws are made and executed, whose work it is to frame them and carry them out, and they have also begun comparing other countries with our own. For instance, treason, was explained to them, and some felt that anything could be said in America. Others thought that if it were untrue, there should be a law against it, and the idea of libel, and black-mailing was brought out.

Miss Bacon.

Cooking:
Continuation of study of preservation of fruits. The preservation of fruit as a means of keeping, sterilization the only means, sugar added in canning for flavor.
The practical work was the canning of pears. This involved sterilization of fruit, syrup, and jars, and need for sealing jars against impure air was brought out.

Sewing:
Casings were made for drawing strings in their bags by back-stitching the hem 3/4 of an inch above its lower edge, making a stitch 1/4 inch long and using number 30 cotton and No. 5 needle. They ripped a space of 3/4 of an inch in the hem at the seams to allow for the passage of the drawing strings. These openings were fastened at top and bottom with an overhanding stitch.
Music:

Have had special drill in recognizing characteristics of each incident of scale, without much progress. Also in naming lines and spaces.

Mrs. Kern.

Art Work:

(Same as V.)

French:

The simpler verbs have been given. They can call for breakfast, say that the bell rings; it is late, - it is time to get up, - to go to school, etc. These words have been given them in connection with naming of time. They have shown great progress.

Shop Work:

Continuation of work previously reported.
History:

Each child had selected a locality for his tribe, such as "the fire country", the "plain", and the "hill country". Each was to develop mode of life by means of protection, food, supply, etc. Some idea of what was necessary to support life was shown by the children, but the serious answer of one boy to the question "How many people are in your tribe" -- "Ten men". "And how many women?" Of, two or three, -that would be enough to do the cooking. showed that in his mind this was a camping-out expedition. As others showed a similar understanding, I resorted to making a list of the tools, weapons, foods, etc. available at that time, and attempted to make plain that we were studying actual conditions. The scheme of personating different localities had to be given up.

We continued and finished the story of Ab, bringing out the invention of the bow and arrow, the change from caves to huts the gradually assumed and acknowledged leadership of AB, the necessity for combination in hunting and defense, -- the beginning of ideas of concerni ng the dead, and the beginning of barter. It was proposed to the children, who were much interested in AB, that we write a sequel. This was greeted enthusiastically.

Miss Runyon.

Number:

Two periods of forty minutes each and a short period of fifteen minutes a week are devoted to number work. This group has been figuring out the amount of tuition received by the school a quarter, and a year. They have had sums in long division, and considerable practice in this. In the short period they have had drilling in multiplication. This work has been specially formal, but was necessary on account of the new children who were unable to work on concrete problems on account of lack of knowledge of processes.

Miss Bacon.

Latin

I have tried for the last week to give some idea of action words. It has been done largely by illustration. For instance, to show that pos ambulat and avis volat, I would go through the motions. In that way I have gone through several words, as audio, video, ambulo, volo, capio, facio; without pointing out the difference I have tried to make plain to them by my questions and answers that "habeo" means "I have; while "you have" is "habes" and "he has" "habet. I did not wish to point out the grammatical differences, as I hope they will differentiate the forms unconsciously as they do in English, and I did not wish to begin grammar distinctions with them. I have given them the vowel system and have dictated to them frequently to train their ears to distinguish the Latin sounds.

Miss Schibbsy.

(Cooking:

Same as VI.
Botany: Science:

The group discussed and wrote records of the winter habits of the insects they have studied. Isabella tiger moth, cecropia moth and beetles of several kinds. Miss Andrews.

Science:

The form and movement of waves were described. The class differed as to whether in waves the particles of water move up and down, or backwards and forwards. Observations on this point are to be made out of class and reported. The grinding action of waves in the making of sand was discussed. The angle at which the waves strike the shore also discussed. The angle at which the waves strike against the Atlantic coast and the consequent shifting of the shore-line was taken as an illustration.

Owing to the breakers along the lake shore the observations reported by the children were not satisfactory. Waves were then started in a tub in class and their movements observed by means of floating particles. The formations of rocks was discussed preparatory to a sketch of the geology of this district. Various specimens of rock were examined with special reference to their aqueous or aqueous origin. Miss Hill.

Sewing:

Twisted the cords for drawing strings, using Barbary cotton in colors to harmonize with the stitching. These were run through the casings in the bags. Miss Tough.

Music:

Have written corrected by means of simple marks on the staff a melodic phrase, and have put it in bars showing that they recognize accented pulses. Mrs. Kern.

French:

The use of the same verbs as VI had been mastered, and a few additional, such as "I wash my face and hands".

Manual Training:

Continued the making of ink-stands. This involves the use of the carving knife, cutting below the surface at an angle, the use of the compass, etc. The design, a star-shaped figure is first constructed on wood, then the points carved out. Mr. Ball.
History (Roman).

Monday was given to a review of the previous week's work, bringing out the connection and relation of events. The war with Sextus Pompey, who had ships and stopped all grain ships bound for Rome. Octavius lack of ships; his method of securing them, and the result. The absorption of Antony in Egypt, and his attempt to give Roman provinces to Cleopatra's sons. His final break with Octavius, and the declaration of war. The battle of Actium; how it differed from other battles; Octavius' landing in Egypt, annexing it to Rome, taking the treasury to supply Rome's needs. His long absence in the east and the government of Rome by his friends Agrippa and Maecenas. His reforms after his return, and the gradual restoring of peace and order. His reforms in the senate were compared with our own senate, as to numbers, method of governing, etc. The papers of the class show considerable difficulty in writing.

Number: [Group IX]

Most of the number work of this Group has been connected with the shop work. It has been chiefly constructive geometry. They have worked out the octagon and the hexagon and described it accurately how it was done. In working out the hexagon I showed them a six inch hexagon, and asked them to form one that would be accurate. A number of them took the circle; most of them took the square, and one child worked out the construction up to a certain point where the half of a diagonal is obtained.

One of the floors needed painting, and the Group is figuring out the surface area, which is very irregular. To do this requires the forming of several squares and angles. They have been developing the different tables from measurements and weighing. The aim this year is to classify the knowledge gathered in various classes last year, into systematic shape.

Latin:

I have taken up with this group the vowel system and have dictated to them to train them in understanding Latin when it is read or told to them. I have spent a good deal of time on that with this class as I find they have difficulty in distinguishing the different sounds. Otherwise I have taken up no special line of work. We have taken up a couple of stories and worked them up.

Science:

The general appearance of gold was described. From what specimens could be obtained in class its weight was estimated. Its distribution, its uses, and the more common methods of obtaining it from the ores discussed in order to get an idea as to its properties as a metal and to form an estimate of its economic value. A piece of gold was dissolved in