History:

Concluded the study of the Negro race in a short summary and in imagination left Stanley at home in England, talking about how he left Africa and what he saw on the voyage home. They began the study of the Eskimo people and wanted to know who had visited them, and what kind of vessels they went in. The Eskimos were chosen because their home is in such a deficient climate. Most of the children knew something about the way people lived and how they dressed, so that the discussion came almost entirely from them. Some had seen the models of an Eskimo house at the museum and could tell the others how they were made. (The children made Eskimo houses in sand). On the science side the children talked about the kind of animals that could live in a cold country and the kind of plants that could live the farthest north, and the effect of the cold upon their size. They also discussed the color of the Arctic animals in adaptation to their environment.

For hand work they have made covers for drawing work and are cutting pages to fit the books made in the shop for cocking. These children find difficulty with measurements, but are anxious to use the ruler.

Books used, Works of Stanley and DuChailhu.

Miss Andrews.

Sewing:

Continuation of spool work.
Cooking:

Cooking of rolled wheat and of ground wheat.


Note: The materials and processes used in this lesson are similar to previous reports. All directions were obtained from the children by questions and by examination of the materials to be used.

Chocolate was also prepared. The proportions and directions for mixing were given the children. The coarse sugar was first mixed with the fine chocolate grains to separate them, then a small amount of cold water was added to separate each grain and prevent lumps. The reason for the last was given by the children. Then milk was added slowly, and the whole cooked until creamy, the children regulating gas, etc.

Miss Harmer

Music:

Learning to sing "Good Morning" by Eleanor Smith and "Snow Balls", by Jessie L. Gaynor.

Miss Kern.

Manual Training:

Learning the use of tools by practicing on card-board material. Match scratchers are being made.

Mr. Ball.

Art Work:
Cooking:

Same as I, except making of chocolate.

History:

Time, two and a half hours, has been divided as follows:
One hour has been spent in discussion of various kinds
of materials which might have been used in constructing huts,
the class being divided into two groups of four. The materials
used in construction were willow twigs. As this had to be
done in doors, after the children had selected the main props
for the huts, tying them together with vegetable fibres as the
nearest thing to what was probably used, these props were
wired to a board to imitate the firmness which driving in
the ground would give. The wiring was done for them. It
might be interesting to note that in the discussion preceding
this work I used the word "house" and "hose", and I think
I did not use the word "hut" or "wigwam" at all. As a consequence when they went to the board to show me how they
were going to put these sticks together to make their houses,
they all, without exception, drew the regulation box house
with a gable roof. It was only after earnest individual dis-
cussion with each child as to whether that were the first
shelter he would build when he went into the forests in a
hurry, that the thought occurred to one or two independently,
and was then taken by the rest of the class, of sticks lying
together in the center as a frame work.

Weaving with the willow twigs was done easily, as all
had made baskets. One hour had been spent in making a sand
map which could show two points: the place of departure and the place chosen for their new home. The idea that river beds must slope more gradually in the plain, in a winding course, and with straighter channels in the steeper course in the mountains was worked out by this group with no trouble, especially as they knew there was a stream of water ready to flow into their river beds whenever ready. When the water was poured in they named the various parts of the river, -- the rapid and quite places, with great pleasure. The river system was perfect in the first trial.

A half hour and a few minutes at the end of one of the other lessons was given to working out in a dramatic way the division of labor which would occur. The three classes, young hunters, old hunters, and women and children were represented by groups of two or three children. The leader for the day was naturally bosen as the leader of the young hunting party starting out to hunt deer on the plain, -- which they did in great glee, being allowed to carry the bows and arrows which they had made and brought to school. The children went off to play by themselves, while the disappointed old hunters and women went to work to make their arrangements for comfort in the way of building fire places, putting out spits, gathering moss for beds, etc., while the old hunters went off to trap smaller game in a wood near by. The children decided to play hunting, but were not allowed to go far from home.

Miss Camp.

Hand Work:
M ade dishes mixed with clay, which they afterward dried.
over the bunsen burner and compared with the dishes they had made before of clay alone and of sand alone. Miss Hill.

Shop-work:

Book covers of card board for cooking and the making of leaves for them. At Miss Farmer's request, Miss Andrews talked about the harvesting festival. They saw its resemblance to other plants of the grass family.

Sewing: They planted winter wheat in their window garden and have watched its growth.

Same as I.

Music:

Singing same songs as I and also swinging the rhythm of new melodic phrases offered by different members. Mrs. Kern.

Art Work:
The same time spent as with group II, but divided as follows:
After much time being spent in the choice of a leader, a
definition of his qualifications and duties, and a selection
of appropriate names, the party started off to leave their
caves. A map of the country was then drawn on the board,
each child in charge of a particular section. The means of
crossing the river, which they decided to do (having decided
to go further away than group II), took fully half an hour—
to develop the fact that a raft would possibly be the best
suited to their axes and the past experience of the party.
The reason for the small ground covered by this group in
comparison with group II is that individuals in the group
find much difficulty in adjusting themselves to group work,
so that all discussions and all hand work is delayed.

Hand-work:
Spent the time making a history book cover, taking special
pains to get even edges and exact measurements.

Miss Andrews.

Hand-work with Miss Hall same as Group II.

Sewing:
Those who gave evidence of being able to take up sewing were
started on the basting of work bags, using parbary cotton and
coarse worsted needles. They others took up spool work as a
preparatory step toward sewing.

Singing:
The children have attempted to find phrases on the key-
board, and to recognize in the teacher's rendition of it when she had the thought of softness and smoothness in her mind, and when of roughness.

Manual Training:-
This wood models and being used, in making pencil sharpeners and match scratchers. The bracket saw and plane are used, and measurements are made by the eye. Some members of the class are beginning yarm winders, which develop the first principles of carving. 

Mr. Ball.

Reading lesson:-
The people used the fire for warmth. They used it to keep away wild animals. They used it to cook their food too. They needed dishes to cook their food in. So they made stone kettles. This is the way they made them. They took a round piece of sandstone. They hollowed it out with a chisel. Sometimes they ground it out with another stone. They boiled water in the kettles. They boiled their meat in them. Afterwards they made stone kettles.

Miss La Victoire.

Art Work.
History:

As the early agricultural life of the Aryan tribes had been discussed, it was deemed best to move. This was done by imagining a plague to be brought to the villages by a trader from the past. Sacrifices were offered to avert the plague, and the final ver Sacrum pledge made, by which the children born the coming spring were destined, when of age, to leave the villages, being offered in reality to the god, but without the later burnt offering idea.

The time taken in the journey was brought out by leaving the tribe to encamp during the winter months, and to plants and reap during the summer, the early springs and falls only being used for the migration. The earliest carts were described, and drawn, wheels being of solid wood. The people are supposed to go forth with a fair knowledge of agricultural life and with traditions and customs. These were of course changed during the long journey. A halt is made in Greece, the route thither being shown by the children on the map. The story of the Cyclopes was read and explained as the result of an attempt to make a marvelous tale on a groundwork of truth.

To make the children realize how tales change from generation to generation and in retelling, I divided the class into "parents" and children. Each parent chose a child and book him to a part of the room where he told any one of the stories we had had of the Aryans.

Then the plan was reversed, the child becoming the
Group IV. to Nov. 18

parent, but associated with a different child, and this new child asked for the story which he had himself tried to tell as a parent. This give him a chance to see how someone else would tell it. Several of the children realized that they had forgotten a large part of the story. But there seemed little attempt to invent or add to the original.

Miss Gunyon.

Hand-work:

The children continued the work on the proportion of water in a potato and the proportion of starch and of finding a way to stop the decoloration of the potato in air.

Miss Camp.

Cooking:

Baked Macaroni. The children examined it to find what it was like, and discovered its resemblance to flour. They found it was a flour paste and were told something of its preparation. They were told how, in Italy, strings of macaroni could be seen along the road. The children prepared the macaroni in true Italian style, with tomatoes and cheese. They were told that the Italians always drink a half glass of water after eating macaroni, and this the children did. Miss Armer.

Sewing:

Same as last week.

Manual Training:

Flower trellis and spool stands.
Group IV.

Science:

prepared to dye some roffea for weaving. They got no father weighing the material and deciding that a dye suitable for vegetable fibre would be needed and getting the roffea into condition to be dyed. 

Music:

Have urged the continuation of work on a group song for Christmas, and have evolved:

One winter morn before the dawn
We woke and 'twas Christmas day.
The girls and the boys ran to their toys
And all began to play.

Art Work:
Group V.

History: (United States)

This group has been reading this week in "Stories of Colonial Children" by Mara Pratt. They are very much interested in "learning to read" so we are emphasizing that point in their history and having them do as much of the reading as possible.

Miss Bacon.

Cooking

Took up the Italian way of preparing spaghetti; steamed apples and made chocolate. The dishes were prepared from directions given at the beginning of the hour with no subsequent help from instructor.

Miss Warner.

Sewing:

Worked initials on sewing bags.

Science:

Have made records of their experiments as far as it has progressed, recording the weights that they have ascertained. The experiment was to find out whether a growing plant obtained all of its added weight from the earth, or partly from the air. They carefully weighed (metric system) a pot, filled it with earth and weighed again, and then computed the weight of the earth alone. They then weighed some large seed, corn or bean, and planted it in the earth of known weight, and put it in a favorably place to germinate. After it has grown to a sufficient size it will be weighed again.

Miss Andrews.
Music:

Has begun to study the Christmas song by P.W.Ro to be used in Chorus practice. Has also found on keyboard short melodies, phrases, and has attempted to picture these on the staff.

Mrs. Kern

Manual Training:

Are making yarn winders and weather vanes. These involve the use of the saw, plane, compass and tri-square. The new feature for this group is the making of the lap joint.

Mr. Ball.

Art Work:
History, (United States):

This group has wanted to know something about the other New England colonies, so we have taken up a brief history of Maine and New Hampshire. The first efforts of colonization by Mason and Gorges, their failures and the reasons for not succeeding. The second attempt we are now working on.

Miss Bacon.

Cooking:

Study of oat preparations:— slow cooking.

1. Cracked— three hours cooking

2. Rolled, three hours cooking.

3. Steam rolled, one hour.

The same amount of water was used as with similar preparations of wheat.

Miss Harmer:

Sewing:

Finished work bags. Began holders by basting one inch from the edge all around the square of felt to guide in cutting the strips for weaving.

Miss Tough

Science:—

Finished the actual performing of the experiment with blocks of wood. They measured the overflow caused by allowing the blocks to float on a pan full of water to the brim: By building up with smaller blocks (some of unit size) and also by work given on the board they found the way to get the volumes of their blocks without submerging them, as they had done in the case of the stone.

Miss Hill.