Science:
Prepared to make thermometers, discussing the necessary steps to be taken. Miss Andrews.

Manual Training:
Continued the making of bill files and test-tube racks. Mr. Ball.

Music:
Has begun to put the melody of their group song into their books. They do this very slowly. Mrs. Kern.

Science, (Botany)

Art work:
History:

One period was spent in reading the first type-written pages of our story. One period in correcting the papers written in study hour. The other three sessions were spent in discussing conditions. The geological changes in England and Europe during the glacier age were told them, and especially the probable severing of England from Europe at this time. The dangers of the trip south, the means of crossing the English Channel and the landing near the rivers of France were discussed and the journey traced on the map. The dislike which the class had shown to the number of children accompanying the people was displayed in a new way. They wrote a description of the crossing of the water on rafts, and two had an accident happen in which every child was drowned!

The tendency of the children to bring in the marvellous is checked by our rule of the "probable". Even what the teacher writes is subjected to the same test. The question of the knowledge of tides was brought up in connection with the launching of the raft. This the teacher had included in her part of the story. The children at first declared it to be utterly improbable that the rise and fall of water with any regularity had been noticed. But when their attention had been directed to the fact that clams and salt water shell fish had been made the chief food of the Shell people, and their constant watching of the waters therefore,—the children admitted that it might be possible, if not probable.

Miss Runyon.
Cooking:
Same as VI.

Sewing:
Turned the end of barid woven with the felt in the holder, and hemmed lightly to the felt, not allowing the stitches to show on the right side.

Science:
Performed the same experiment as VI. Measured the overflow.

Science, Botany:
Studied the chrysalis of the Cecropia moth, comparing the parts of the pupa with the corresponding parts of the moth and taking particular notice of all the external parts. They have also classified the cocoons brought in by the class, and studied the

Latin:
I am going very slowly with them. We are working up the story of Romulus and Remus. Before I gave them the story I made sure that they understood clearly the meaning of each Latin word and did not connect it with the English word if it was possible to connect it directly with the action or object the word connoted. After giving them the story I did not have them translate it but asked them questions in Latin about it to be answered by them as far as possible in Latin, and saw to it that the various words were introduced in the
greatest number of combinations possible, so as to make them able to use the words in other relations than just the one found in the story. They have illustrated the story roughly, as thought it would help to connect the impression and the Latin, and next week they are to take up the illustrating part in their regular drawing work. Miss Schibsby.

Music:

Group song has been drilled and will be sung next Monday. They at the morning recital. The names, lines and spaces of the staff still with hesitation. They have had drill on scale incidents in various keys. Mrs. Vern.

Manual Training:

Continued work on ink-stands. Some are making small trays, requiring the use of the same tools. Mr. Ball.

Number:

This group was troubled while doing some mathematical work in reducing fractions to a common denominator for addition, so we are now having a drill on that point. We began with the ruler, that being very familiar to the children. They were given $1/2$ $3/4$ and $2/3$ ft. to add. They reduced them to inches, then called them 12ths of a ft., without being told. After drilling on the fractional parts of the foot they will take up those of the dollar, then those of the pound, until the idea of reduction to a common denominator before addition is firmly fixed in their minds. Miss Bacon.

French:

Continuation of work reported last week.
Cooking:

Same as VI.

History (Roman):

The life of Nero has been taken up quite fully as a type of a bad emperor. The effect upon the Senate and empire of his extravagance and folly has been discussed. For pictures of the times I read them from Quo Vadis descriptions of dress, the gardens of Nero and part of the description of Nero's feast.

The cruelty of Nero's later life, due to his need for money and fear of assassination was dwelt upon.

On Friday the members of the class who had not taught the week before were permitted five minutes each to ask questions of the other members. All wished to take the part of teacher, and with two exceptions were able to occupy their full time. These were the more diffident members of the class; but the exercise seemed a helpful one.

Miss Runyon.

Latin:

The work is of the same nature as hitherto. Familiarity with the sound of Latin and thorough assimilation of what they get are my chief aims with them. They do no formal grammar work, but I direct their attention to the differences in endings of verbs and of nouns and hope that they will unconsciously get a good deal of it.

Miss Schibsby.
Number:

This Group is working on reduction of fractions to common denominator. The same method has been used as with Group VII.

Science:

The members of this group completed the determination of the properties of zinc and lead. They heated pieces of these metals and noted the relative ease with which they melted. The geographic occurrence of the metals was looked up outside by most of the class, and in class the locations of the more important mines looked up on the maps.

Cooking:

Same as VI

Sewing:

Finished work begun last year, and started work bags.
Basted and overcast the seams.

Manual Training:

Paper knives, ink stands and small trays.

Music:

Worked on Group Song and have written its finished phrases in their books by means of simple marks on the staff. They have great difficulty in doing this correctly.

Art. Work.
History (Roman):

Same general outline of work as used with Group VIII. In place of reading to them from Quo Vadis, they had read from their text book. One period was spent in spelling words found in their reading lesson. While they had pronounced the words easily, in some cases half the number given were misspelled.

Miss Gunyon.

Science:

Work on the Wellshach light was deferred for lack of material. The work consisted of getting the lime in the solution preparatory to precipitation by ammonium carbonate in sodium carbonate. They finished the precipitation and begun the washing by decantation of their precipitated chalk.

Miss Camp.

Latin:

This week we have worked up the genitive case. I had been leading up to it for more than a week and they had a pretty good idea of its relation to the other words. They put it in the grammar note books and I drilled them on the use and form, and of the other two cases we have had. The group seem to enjoy the work and took hold of it vigorously. I took up one new story with them and it was worked up thoroughly in the usual fashion. I find that the group enjoys hard work and work of a purely formal nature. Also that English derivatives fix the words in their minds better than anything else.

Miss Schibsby.
Cooking:

Same as VI.

Sewing:

Those who have finished last year's work began pin cushions of art canvas on which was worked a design (previously drawn on paper) in cross-stitch, or outline.

Miss Tough.

Number:

This group also had trouble in finding the common denominator for fractions they wished to reduce; so they are now working on factoring and least common multiple.

Miss Bacon.

Music:

The members of this group have attempted to write on the board a given theme, first naming the syllables and swinging the rhythm. They require their two half-hour sessions to accomplish this correctly.

Mrs. Kern.

French:

Art Work:
Work of the week preparation for Thanksgiving. Corn pone was baked on Monday and then the children started to find out where corn came from. This was done by means of a game. They made from blocks a store, a wholesale ware-house, a mill and a farm. Then they selected one child to act as mother in a homes, and two others as her two children; a store-keeper, the representative of the ware-house, the miller and the farmer. The mother wanted some flour to make corn pone for her children. She went to the store, and the grocer had none; she went to the ware-house, then to the mill, and finally to the farm before it could be obtained. The processes of gathering the corn, of taking it to the mill, the ware-house and then the store were imitated.

On Tuesday they prepared for Thanksgiving and made little dishes of paste-board for to hold candy for souvenirs. On Wednesday morning they had a talk about harvest time, reasons for Thanksgiving day, and learned a Thanksgiving song. At eleven o'clock Group I came in as guests to the Thanksgiving dinner. The dinner consisted of cocoa (which the children had learned how to make) jelly and marmalade which they had made, and candy. The dinner lasted half an hour, and the remaining half hour was spent in entertaining their guests with games and songs.

Miss LaVictoire.
Group I.

Sewing:

Continued spool work.

History:

Eskimo types. The children recognized the Mongolian characteristics from pictures in Peary's "Across the Great Sea". The clothing and food of the people have been discussed. One child brought an Eskimo doll to school and the children were anxious to give it a real Eskimo name, as it was not already named. They chose one from the names in Perry's book. The long night and the reckoning of time by sleeping periods was mentioned.

From the pictures the children found three kinds of houses: skin tents, snow houses and houses of stones and skins. (Reading from Schwatke's "Children of the Gold"). The children have taken charge of the rabbit, supplying it with food and caring for it, also the gold fish and salamander. They have done this in order that they might feel the responsibility for their welfare.

Miss Andrews.

Art Work:

Continuation of work already reported.

Miss Cushman.
Sewing:

Continuation of Spool Work.

History:

The first period was used for a continuation of the dramatic presentation of the village life. The return of the hunting party and the story of the hunt was told. The question of the division of the game came up. Several methods were suggested by the children and rejected as not being a fair division. One of these methods was the hunter whose arrow had killed the deer, who claimed the whole of it. This was rejected on the ground that the old men and women at home had been working equally for every one, and would be left out if such a division were carried out. They also suggested the choice of the game should fall to the one who could shoot the farthest or run the fastest. This method was rejected on the same ground. The method of drawing lots was elicited by means of questions, and they proceeded to divide the game. After the choicest portions were assigned to the chief (who was chief by reason of knowledge of the hunting grounds and knowledge of the habits of the game pursued) they each put in a pebble, and then the old warriors drew out pebble after pebble, the choice being given to the one whose pebble first appeared.

The possession of the houses in the village was decided in the same way, after the chief had chosen people for the right and left hand positions, or places of honor.

The children then told what game they had been playing. Naturally they had been playing hunting with bows and arrows. An
old hunter had been out trapping in the woods, while the women and other old men went on arranging the huts, fire places, beds, etc. Also gathering berries and nuts as in their previous homes.

The next day group II and III were taken together. Group II told the story of the previous day’s play to group III.

Art. Work:

Continuation of previous work.

Hand-work:

Continuation of weaving willow branches into their houses.

Miss Hill.

Reading:

From type-written sentences. This group is very uneven in its reading and has been divided, the independent ones being given stories; the others having simply the type-written sentences.

Miss Bacon
Sewing:

Part continued spool work and remainder stitched work bags, using Barbary cotton and worsted needle. Stitches 3-16 in. lem.

History:

One period was spent in finishing the map. The second period was spent in dividing up character among the different children and selecting from among them a leader, who was selected for his knowledge of the route and of the place where they were going. In the discussion of the place chosen and the route they would take the fact came out of a river, which had to be crossed by a raft. The third period was spent with II.

Pictures were drawn of the kind of huts they would build in their new home. Miss Camp

Handwork:

Mixed sand with clay and of the mixture modelled dishes which they baked over the bunson burner. When they were dried they broke them to compare with the dishes they had already made of sand and clay alone. They also began their houses by tying together sticks with vegetable fibre in the same way as Group II. Miss Hill.

Reading:

The people needed food. So the men went out hunting. They killed two deer. They took the deer home. Then they drew lots for the different parts. They cooked the meat. While it was cooking they played games. They used the skins to make their wigwams warm. Miss La Victoire.