United States History:

Have been discussing the independence of Mass., when she coined the pine-tree shilling, and why that was usurping power. They discussed what would be sovereign power, and decided that coining money would be one element. They concluded that there were two reasons why every one could not coin money: (1) that there would be too much of it if the coins were cheap; (2) they would have to have money which was of real value in itself.

The English had left the people alone, because of the war with Holland. Now when the war ceased, and some of the outside people in Mass. made complaint to Chas. II, he sent over commissioners to get the feeling of the colonists toward England, and see how much of the complaints were true. Now the meeting of these demands by Mass. is being studied. The diplomacy that was used in giving up certain things,—saying they would acknowledge the king in courts of justice, but ignoring completely the other things that he had asked. One period was spent in writing the Connecticut charter episode.

Cooking:

Miss Bacon.

Review lesson on rice; general lesson on cleaning.

Miss Warner.

Sewing:

Wove tape, previously cut, with the strips cut in the felt.

Miss Dough.

Science:

Found specific gravity of a silver coin and its counterfeit.

Miss Will.

Music:
Group VI.

Music:

Have commenced to write phrases of their group song upon the blackboard and as fast as they have it correctly written they copy it into their books.

Mrs. Kern.

Art Work:

Same as V.

Gymnasium Games played by VI, VII, VIII and IX which are especially enjoyed.

"Two Deep"

The children line up in a double circle all facing the center. A chaser and one who is being chased are selected. The rule allows only two deep, and when one who is being chased runs in front of a couple the one in back has to run away, leaving two. The the one who was chasing chooses a new one. They keep changing places in this way. Then if the one who is chasing tags one before she gets to a place, they reverse their positions, and the one who is being chased becomes the chaser. The one who is chasing can go through the circle; but the one who is being chased has to go outside. This keeps the whole class on the alert because they do not know when one is going to stop. In brings in coordination and coherence of thought.

"Rabbit in the cabbage".

The characters are a farmer and a rabbit. A single circle is formed all joining hands. The Rabbit in the center, the farmer outside. The game is begun by a dialogue: The farmer says "I see a rabbit in my cabbage." "But you can't catch me" says the rabbit, and this is the signal for the chase. The farmer is
permitted to go through the circle, but they try to keep out the rabbit by working the hands up and down. When the farmer catches the rabbit the rabbit goes into the circle, the farmer takes his place and becomes the rabbit while a new farmer is chosen. Miss Furniss.

Manual Training:

Continuation of work already reported.
The story of Romulus and Remus finished. The greater part of the week has been spent in working the story into a play in order to give the group an idea of the difference between first person singular and plural and third singular and plural. Nothing has been said about the endings of course; the grammar is all done unconsciously. Each child has had in turn to personate Romulus, Remus, the wolf, the shepherd, the trees, etc. and tell what he did. On Friday the group voted on four of the members who were to take the roles in the play and the play was acted out.

Miss Schibsy.

History:
One period spent in reading, one in writing, one in criticism of papers by whole class, involving sentence structure and spelling, and two periods in discussion. The discussion was preliminary to writing, and was suggestive to the children. The points brought out were (1) Possession of territory disputed by another tribe. (2) preliminary attack resulting in building first rude fortification by a barricade of trees and earthwork about the houses. Night and in decision to move to naturally protected place, which would be (a) by a steep precipice and easily guarded; (b) by a swift and broad river, dividing them from foes. (3) Victory celebrated by (a) admiration for bloodstains as a sign of bravery, which led later to imitation in chalk or iron peroxide — "war paint". (b) possibly to war dance.

I have not been able to find any book which attempts to state just at what stage various customs arose. Most books seem to see beginnings of all future \textit{and} civilization in some rude forms in Polished stone age. Caroillade assigns forts in France to a period contemporaneous with Cave men, and the finding of whistles of bone, probably used to call men together, and baton as sign of office, point to a considerable degree of organization. Painting of face and tattooing caves in before agricultural stage. Where the dance began, I suppose it is impossible to say. While we have brought in a good many improvements for one generation, or two, the children understand that the average man in Ab's time did not advance so fast. It was only Ab's superior intelligence and that of his family that brought about this result. The plan is to finish the story with the death of Ab who is to be buried in a "Burrow".

Cooking:
Same as VI.

Sewing:
Same as previous report.

Science:
Same as Group VI.

Miss Runyon.

Art work:
Subject from the story of Romulus and Remus.
Music:
Have worked on Group Song.

Science:
The subject of their work is the adaptation of plants for animal food. They have taken up the relationship of plants to animals. This included the adaptation of plants for insect food. They studied the pitcher plant from a specimen, showing how the insects were caught, and they studied from pictures and diagrams the fly trap and the prosene, or sun-dew and discussed the harm that would come to plants if all animal's life were destroyed, i.e. the lack of carbon dioxide. They discussed also fertilization of soil and of the ovule of the plant for the formation of seed. They wrote a description of the pitcher plant.

Miss Andrews.

Number work:
Continuation of work previously reported.

Miss Bacon.

Manual training:
Continuation of work previously reported.
History

Roman

Trajan has been studied from the point of view of restoring order. He is the first emperor from a province, hence understands the province's needs, and has all governors report to him about even minute matters of city improvement or laws. The beginning of stronger centralisation. The children were led to see the effect his reign would have: (1) In regulating affairs of provinces for the advantage of the province, not for governor or home country; (2) He was a soldier, hence knew the value of discipline and **mili* *militia** proceeded to "tone up" the army. (3) As a soldier he preferred simplicity of life, and refilled the treasury by his careful management of the finances; (4) He attempted to reestablish Roman religion by rebuilding temples, and by himself reverencing gods; (5) desire for military glory and a real danger from Dacia led to conquest of Dacia and a fleeting conquest of Parthia, or Persia. Empire reached its greatest extent under Trajan.

Trajan's return to the Augustan policy was brought out in his respect for senate forms and his simplicity of life.

One class room period was spent in writing, as the study hour had been interrupted; one period in reading from "The Age of the Antonines" by W.W. Capes.

Trajan had been adopted by Nerva as his successor, and as this method of succession had been mentioned in several cases I hoped the children would generalize and give it as the method. But they did not. In this connection the difference between a king and an emperor was brought out. The children gave various reasons for calling a government an empire, such as "because it had colonies", because it was large, etc. But examples of kingdom's with colonies and small empires were cited. The derivation of the word emperor was resorted to which they had had, **imperator** = general, and the connection made as an appointment. Hence an emperor is (at least nominally) appointed; a king becomes such by right of birth. Miss Runyon.

Latin:

The story of Sempronius Marianus continued. The work conducted after the usual fashion. A spelling match on the new words held on Wednesday. The story was illustrated. This plan fixed the words well in mind. The story of the Lion's share was used for new material. It was translated upon hearing. The story of the bravery of Memnon Curtius begun.

Science:

Finished the discussion of the relative usefulness of iron and steel and their relation. In the last half hour they continued the work begun with Miss Camp. They finished their calculation as to how high the mountains should be on a globe of a given size and went on with the formation of the earth's crust, its cooling, etc. Miss Mill.
Group VIII.

Music:
Have done the same with their group song as VII.

Sewing:
Overcast seams of workbags using barbary cotton and coarse worsted needle. Turned 1 1-2 inch hem at opening of bag and basted with same thread. Miss Tough.

Art. Work
Made a design for a Christmas program.

Number work:
Continued work previously reported. Miss Bacon.

Cooking:
Same as VII.
Group IX.

History:

The life of Trajan from the same point of view as with VIII. A few minutes each day is spent in dictating the spelling of words in their Reader and in spelling orally words dictated the day before. I preferred to have them write the words correctly the first time, then spell orally as a test. This method gives the poor spellers a chance to study the words.

The beginning of centralizing of government under Trajan and Hadrian which is due to recognition of importance of provinces lends later to the use of Roman law as codified under Hadrian's lawyer Julianus (?). This was a beginning for Justinian's famous code, which became in time the common law of England, as was also transmitted to the Colonies.

Special stress was laid on the spread of Christianity, due to (1) wanting faith of Romans in their own gods; (2) it duty of Christians to "preach the Gospel". I failed, however, to ring out the empire's freedom to all faiths, which made it possible for Christians to go to any part of it.

Miss Runyon

Latin:

Aesop's fable Senex et Horus given in full. The idea of the ablative was made clearer and forms drilled. On Wednesday a spelling match on the words of the story. Thursday questions asked in Latin about the story, the answers to be written and of course in Latin; also the story of the Lion's Share translated at hearing. Friday's Trajan's letter to Pliny about the Christians was given to them because of its connection with Roman history work.

Miss Schibby.

Number work:

Have gone on to the greatest common Divisor. Miss Bacon.

Science:

Problem: To find the solubility of calcium carbonate when it is in water containing carbon dioxide in solution. Began with lime water precipitated it by putting in the calcium carbonate and discovered that after a little while more of the calcium carbonate was precipitated redisolved. To prove this they filtered out the calcium that did not dissolve and heated the calcium saltate and discovered that the chalk appeared. They then heated perfectly clear water to see how the bubbles of gas formed in the water and passed off long before it was hot enough for any steam to have been formed. The gases that were in the water they were helped to name as Oxygen, Nitrogen and carbon dioxide. They knew that the nitrogen did nothing, the oxygen did nothing, and by exclusion the carbon dioxide had helped the carbon dioxide to remain in solution. This was a rather difficult step and they had to be helped by suggestion.

Miss Camp.

Cooking:

Samosas VI

Sewing:

Commenced border design in cross stitch on pin cushions.
Art Work:
Continued work of previous week.

Music:
Has worked at giving syllables for their chorus Christmas song, and writing it on the board. They work at this individually and proceed slowly.  
Miss Gushman.
Preparations for Christmas have occupied the time. The children popped corn which has been strung with cran-berries for the tree; paper was fringed and decorated with stars for wrapping the corn-balls for the tree and for decorating the room. The games of ring-toss were finished, and the boxes for holding candy and gifts for the members of Groups I and II. The story of the week was Hans Anderson's Christmas story, in which the children took different parts. They also added from day to day little details in dramatization.
Handwork:
Made presents for the Sub-primary department's Christmas tree of boxes of heavy gray paper. They were very careful to cut the edges neatly and make the measurements exact. The boxes were decorated with water colors. They also made small note books. The covers were made of colored paper, and eight pages of white paper inserted, fastened in with colored embroidery silk.

History:
Study of Eskimos continued, taking up clothing and how made. The great value attached to steel needles by the Eskimo women; how needles are obtained. Reading from Nansen's book, especially about his trading with the Eskimos with needles. The children talked about the Lapp that Nansen took with him. How he was dressed and the country he came from.

From "Little Children of the Snow" the children learned how the seals were caught and how the skins were prepared for clothing. Excursion to Field Museum. The children saw Polar bears, reindeer, Arctic fox, seal and walrus. Eskimo igloo, snow, stone and skin tents; sledges, implements, clothing and playthings. Miss Andrews.

Cooking:
Preparation of flaked wheat. These children are occupied with active practical work, neat, orderly work, etc. Washing dishes, care of desks, arrangement of utensils, etc.; care of dining room, waiting on table, etc.

The children invited guests and had a Christmas luncheon.
Group I to Dec. 23

Part of the children prepared cocoa and cereal; others arranged the dining room and served. A dessert was prepared for them by one of the older groups. Miss Harzer.

Sewing:
Prepared leather strips to fasten to worsted work to make "horse-reins". Short slits were cut in the leather designed for shoulder straps, through which the reins were passed and thus fastened without sewing. Miss Tough.

Art Work:
Drew a Christmas study in colored chalk. The subject was a lighted candle with a spray of holly. The children were all interested and shewed more than the usual observation. Miss Cushan.
Group I to Dec. 23

Part of the children prepared cocoa and cereal; others arranged the dining room and served. A dessert was prepared for them by one of the older groups. Miss Harmer.

Sewing:

Prepared leather strips to fasten to worsted work to make "horse-reins". Short slits were cut in the leather designed for shoulder straps, through which the reins were passed and thus fastened without sewing. Miss Tough.

Art Work:

Drew a Christmas study in colored chalk. The subject was a lighted candle with a spray of holly. The children were all interested and showed more than the usual observation. Miss Cushcan.
Group II to Dec. 23

Sewing
Same as I.

Sewing
Same as I.

Art Work:
Same as I.

History:
Made a sand map on a large scale of the situation chosen for the building of their permanent homes, and commenced the building of walls for the stone house. They showed very little idea of how to put together such irregular stones as they had, not even choosing the larger for the base of the wall until after two or three attempts. After the four walls were started the completion of the house was left until the children should bring more stones.

The second period was spent on the habits of animals peculiar to a mountainous region such as they had reached. This led to the discussion of the habits of such animals as sheep and goats, and took us back again to the habits of animals who had lived on the plains, who lived in herds, had leaders, and had habits something like the new animals. Some time was spent on the capture and taming of animals. This was brought out by discussion and stories. All the children had heard of the instances of the taming of animals by hunger, and also knew that certain animals when taken very young were easily tamed, and had stories of their own of the taming of animals. The rest of the time was spent in counting the number of children in the school, adding by nines, eights and tens to eighty-four. They then spent some time in learning the Roman numerals used for the groups. They also found in talking about their work that they did not know how to count time. Only two in the group could tell time. Spent one period on this.
Science:

To find out whether or not ice sank the children took a piece of ice and put it in a pan of water and were much surprised that it floated. They had thought that the animals in the bottom of streams and ponds would be frozen up in the winter time. To find out why ice was lighter than water they put water in a bottle and let it freeze and found that the ice occupied a larger space. This experiment also served to show what would happen if the sap remained in trees.

Hibernation was taken up and the fact brought out that most of the animals that hibernated were the cold blooded ones and being cold-blooded required less food and could live without food for a long time; but the birds, having the warmest blood, required much food to sustain them on their long journeys south.

Andrews.

Handwork:

Half an hour was spent in modelling the hills upon which the tribe built their village. They showed the low hill where the village was actually built, the hills behind it with the spring supplying the necessary water, and the plain through which the water from the spring took its course. In determining which way the hill on which they built would face, four of the class suggested the west because of the sunsets, and one the north, because of the northern lights.

The rest of the week was spent in studying animals. From the Jungle Book, which most of the children had read, they knew that many of animals go in herds; the increased difficulty in finding sufficient food being more than counterbalanced by the protection thus afforded. For this the story of the killing
of those than by the buffaloes afforded a good example.

The domestication of the dog by taking of the young; the
help of dog in tracking down animals, then the goat and sheep,
and how domesticated. The children examined some raw wool,
and saw how it could be made into yarn.

Miss Hill.

Cooking:

xXxXxXxXxXxXxX Continued work on starchy foods.

Tapioca studied: 1. Where grown.
   2. Part of plant used.
   3. Method of extracting starch.
   4. Preparation for the market.
   5. Composition.

These children gave directions for cooking the tapioca from
their previous experience with the cooking of starchy foods.

Tapioca pudding was prepared and milk used instead of water, as
with the cereals. The children were told that milk should be
cooked at a low temperature, and were shown how to arrange a
double boiler with their sauce-pan. The custard was served in
individual custard cups.

Miss Hemmer.
History:

We discussed the nature of a mountainous country and why; the form of the houses with a permanent situation and a cold climate and plenty of stones to construct a new form of shelter. It took much more time with this class to decide the general features of such a stone hut and why it was an advance on the dug-out of cave, which they first proposed building. They did the same work as II in counting up the number of people in the school. They then took up the question of seasons and of the months, and began telling time from that end and in eidentally added up the number of days in the year. This was done to show them that the adding of the tens and of the eleven thirties -- eleven months of thirty days each-- could be done by multiplication. They did not all get this, and it had to be repeated. Miss Camp.

Cooking:
Same as II.

Sewing:

Overcast seams of work bags with Barbary cotton. Hemmed dishcloths for use in the kitchen because of the necessity of having them for use as soon as possible. Miss Tough.

Art Work:

Modeled in clay dishes for nuts. These bowls were supposed to have been used by their tribes.

Hand-wrok:

Same as II.

Science:

Same as II.
History:

From the prehistoric age in Greece we went to that of Rome. The chief aim in this had been to connect the country and its earliest people with its place on the map and its relation to other countries on the Mediterranean. The ideas that have been given are (1) that Greece and Rome were peopled by Aryans; (2) that conditions of climate and soil led to a change in mode of living; (3) that the people learned something from chance traders or shipwrecked persons.

In Rome we took up the founding of the city as given by Lanciani. A map of the city giving the names and relative positions of the seven hills was shown the children. The names of only two of the hills were given them—the Velantine which was named after the goddess of the shepherds, and which was first occupied, and the Capitoline on which a temple was built. The founding was told as a story—the class being a shipwrecked party from Greece. We had landed near Rome at the time the shepherds had been compelled to leave Alba Longa, and were admitted to the new Rome with all other strangers, including pirates and robbers. The seizing of the Sabine women as wives greatly interested the children. They were told that the towns refused marriage alliances with the men of Rome, but that the men decided they must have wives, and so decided upon a trick. The children attempted to guess the trick, and showed considerable ability in methods of deceiving.

In their hand work the children made a sand map of the city placing the seven hills in relative position to the river by following the map.

Miss Runyon.

Science:

Continued dyeing the refttea. Miss Andrews.
Sewing:
Steamed work on bags temporarily in order to make aprons for use in cooking class. Miss Touch.

Science:
Half an hour was spent in telling time. We talked about the different ways of measuring time: sand glass, burning candle and water clock, and something about complicated clocks they had seen— the Cuckoo clock, and clocks where certain figures came out at certain times. They then took up the clock face and Roman numerals, and the telling of time by means of them.

Cooking:
Reviewed macaroni as to composition, method of manufacture, preparation for eating. Prepared macaroni and cheese and made cocoa. Miss Touch.

Art Work:
Same as I.
Cooking:

Vegetable soup prepared. Review of work done with vegetables. The composition of each was discussed and method of cooking. The celery and onions were used for flavoring. The celery was cooked in a small quantity of water to soften the cellulose and then added to the milk. The juice of the onion was extracted and added directly to the milk. The potato, being a starch vegetable, was cooked, drained and mashed before adding to the milk containing the vegetables for the liquid. The soup was then properly seasoned and served. Miss Harker.

Sewing:

Turned and basted hems on towels. Miss Tough.

Handwork:

Continuation of maps on the Middle Colonies. Miss Andrews.

Reading: (Type-written)

The Dutch houses had slanting roofs with dormer windows. They had very large chimneys on the side of the house. At first the houses were made of logs but after the people grew rich they used brick and stone. The door-ways of the Van Rensselaer house were beautifully carved. Most houses had very large porches and in the evening the people would sit on them and invite the neighbors to come and sit there and chat. The men would smoke and the women would knit.

If the governor should go into a house he would be taken into the parlor and he would see the floor very clean, covered with sand swept into patterns. There would be a great fireplace with a big fire made of logs. There would be a great fireplace with a log fire. There were tiles around the fireplace with Bible pictures on them. Back of the parlor was a kitchen where the family ate, worked and lived. In this room
was another fire-place, larger than the first—so large that they sometimes had to drive the horse right into the room to haul in the big legs for it. In the back part was a sheet of iron, because the bricks would get so hot they would break all to pieces. A big iron crane was fastened at one side of the fire-place and it would swing into the fire and out. Pot-hooks hung on the crane and iron pots and kettles hung on the hooks.

The Dutch oven was made of tin, and shaped like a cylinder with one side open to the fire. A spit went through the oven to hang the meat on.

Sometimes they had a cylindrical oven with a concave top of iron. In the top they put coals, which heated the oven hot enough to bake things.

At the side of the fire-place was a great brick oven—so large they could roast a whole pig or sheep in. This oven was only used when there were many things to bake. The mother would build up a fire on the floor of the oven and keep it going till the oven was hot. Then she would sweep out the ashes and put in her pies and bread.

Out from one side of the kitchen there would often be an alcove just large enough to hold a bed. Then there might be a bed hinged like a great shelf to the wall and fastened up behind curtains in the daytime. There were so many children in these colonial families they had to have beds in all sorts of places.

The Dutch slept between feather beds—one under, and one over them. The baby slept in a cradle which was sometimes made of a hollowed out log.

Art Work:

Same as V.

Miss Bacon.