Cooking:

Macaroni. The children were each given a piece of macaroni to examine. They found it contained starch, and decided it was a paste of flour and water. They knew it was a favorite dish with the Italians and were told something of its preparation and manufacture in Italy. The children were given special directions for cooking it. They compared cooking of cereals and macaroni (1) as to amount of water used; (2) cooking temperature etc. (3) mechanical action of boiling water; etc.

For the Holiday luncheon they prepared vermicelli and brown sauce; tapioca pudding with dates; peanut brittle. One and a half hour was spent in cooking their luncheon, washing the dishes, putting the kitchen in order, etc. At noon the luncheon was served as usual, in the dining room, which had been prepared by two of the children. Miss Harmer.

Science:

This group has had for subject matter the pressure of the air as shown in the way different objects having the same weight fall to the ground, as for instance, a piece of lead and a feather of the same weight; also the utilization of this principle in balloons, flying machines, the flying of birds, sailboats, etc. This principle was then shown as applied to the force pump, hydraulic ram, safety valve, hydraulic press, etc. Miss Hill.

Sewing:

Same work as V., also began hemming of towels.

Science:

The thermometer bulbs had not been well made, and the work had to be repeated. Miss Andrews.
History:

The last two weeks have been spent in finishing the story and in presenting successive stages of civilization. This has been rather hastily done because of the desire to connect it with this quarter's work.

Much discussion resulted in deciding to have Ab die in battle as the most worthy death of his period, and most likely to result in desire to honor his grave. The details of this were worked out by the whole class, as no one of the children seemed able to describe the scene adequately. When finished the last type-written pages were read. The next three or four periods were spent in discussing the domestication of sheep and making of felt and weaving, the beginning of agriculture and the discovery and use of metals.

In taking up the last I tried to find out whether classification would appeal to the children. We recalled the nebular hypothesis and formation of the crust of the earth. Then I asked if they could think of two general terms or headings under which we could place all things found on the earth. Some, who had evidently played "Twenty Questions", suggested "Animal, Vegetable and Mineral". Others, "human beings and animals", "other "stones and trees", etc. We took up the first reply and I asked where they would put water and gases in such a classification? Then, after some time we got the word "living" as one term, and then "not-living". Under the living we put vegetation and animals. Animals were subdivided into "fish, flesh and fowl" and human beings. This led to the connection of the vegetable and animal worlds and the dependence of both on the not-living. The living things were
described as capable of growth by assimilation, and this
process due to the possession of "organs". Then the names "organic
and "inorganic" were given them. The fact of the close relation
of animal and vegetable was brought out by reference to the
Venus fly-trap, which they knew. Considerable interest in the
classification was shown by some. The tabulation was put on
the board; each point brought out by answers to questions, and the
one period spent on it seemed worth while in order that they
might connote their science work with their history.

The metals were taken up in order of probably discovery—
gold, because of its attractive color; copper—probably discovered
by accident, and only noticed because of its greater
weight than stone, until its malleability was discovered;
bronze, tin and lead, probably discovered soon after copper;—
iron last of all.

The great change in civilization after the discovery of
metals was brought out by showing its advantages for trading,
and for ease in living,—making life more comfortable.

Agriculture, particularly when it included trees, brought
about more permanent residence. Miss Runyon.

Latin:

Aesop's fable of the Hen which lay the golden egg was begun, but
at the wish of the class we turned to something "useful", to
Roman history. The story of Cornelia and her sons was taken up.
The Latin is as follows: "Erant olim duo pueri. Erant Romani.
Erant Tiberius et Gaius Gracchus. Hater puerorum erat Cornelia.
Erat femina nobilis et bona. Une die divers amis suas gemmas
ostendit. Cornelia suas pueros vocavit eos indicavit, et dixit,
'Pueri sunt meae gemae'.-- I first told them the story in Latin, slowly, and illustrated a few of the more prominent ideas; then the meaning of all the new words were illustrated and fixed by questions in Latin. Little translation and no graphic images till then.

Cooking:

Same as VI

Sewing:

Same as Group VI.

Science:

Examined spring locks. They took them apart, put them together, and afterwards some of the class drew a diagram of the lever and spring on the board. This work is preparatory to further work with machines using springs and afterwards the study of machines involving the use of the lever, wheel and axle, pulley, etc. They began this work by examining the simple works of a clock run by a spring and pendulum.

Miss Hill,

Botany:

Records.

Miss Andrews.

Art Work:

Worked on designs for the covers of regrams for French play.

Miss Cushman
History:

Hadrian was compared very briefly with Trajan, because he first gave up territory which Rome had conquered, and because he is the first emperor to spend most of his reign in traveling about regulating affairs of the empire. The necessity for this in order to govern, led later to attempt to divide the empire because one man could not successfully manage all. Hadrian also introduced the system of officials, or the bureaucratic scheme, appointing men of eminence and regarding the position as one of honor. He is a combination of a soldier and a scholar, hence the monuments of his time are beautiful public buildings and well-placed fortifications. His reforms in army were such as to strengthen it physically and morally. He removed dancing halls, instituted regular drills and forced marches and rigid discipline. He marched with soldiers himself, often on foot.

The above points were brought out by first stating the character of Hadrian, and then getting the children to tell what he would be likely to do under the conditions known.

The fact that for a hundred years after Hadrian and his next two successors (who had practically followed his plan) the army controlled the empire was stated, and the reason for the state of affairs brought out by recalling the condition of the army,—made up chiefly of hired, barbarian soldiers, large numbers being under one general. The children were able easily to see that several generals might strive for the position of emperor, and that either each would want the whole or the empire would become split up into little kingdoms.
During this period all freemen were made citizens of Rome and the Praetorian Guards increased to 30,000. The difficulties of the period led Diocletian to attempt to divide the empire between two *Augusti* assisted by two *Caesari*, the Caesari to succeed upon the resignation of the Augusti. The children deduced the reason why this scheme would naturally fail.

Concerning Constantine we took up only (1) His removal of the capital to the new "Constantinople"; (2) his legalizing of Christianity; and (3) his oriental court.

The remaining time was spent in giving the children an outline view of the fall of the empire: (1) by the separation of east and west, the latter under the barbarians; (2) the growth of Christian churches and importance of bishops during the troublesome times of the empire, especially of the bishop of Rome, this movement leading to the papacy; (3) The Pope's action in calling Charlemagne into Italy and crowning him emperor. The enforcing of Christianity by Charlemagne upon people of his kingdom. (4) The splitting up of the western empire and beginning of nations under the sons of Charlemagne. (5) the Reformation of Luther. (6) The final renunciation of the title of Roman emperor in 1806. Miss Runyon.

**Latin:**

The week has been spent on the following story:

*Olim in foro Romano magna rima apparuit. Primo Romani saxe et terras in rima iactabant, sed erat frustra: rima manebat profunda. Tum auxilium adeo petebant. Deus ita respondit, "Maximus bonum Romae in rima ponete, tum auxilium debe." Diu Romani non comprehenderant. Tum Mattius Curtius*
vir nobilis et bonus dixit, "Animus fortis est maximum bonum
Roma. Tum suum equum magnifice alornavit; in forum equitavit,
et in rimam suum equum incitavit. Max datus rimam explevit.
Romani Mattium curium semper laudabant et suum pulchrum
tactum in memoria tenabant.

The story has been worked over as usual. The new words
in the lesson were given by context, illustration, acting or
whatever would make the most vivid impression. Much stress
has been placed on their getting the words by ear. Up to
Friday they had no graphic image of the story. Then I dictated the
Latin to them, and then put the Latin on the board and had
them correct their mistakes. On the part of most of them the
result was satisfactory.

Miss Schibsby.

Science:

The subject has been the mechanical separation of air, water
and earth as the cooling processes took place,—the lighter
air going to the outside, water coming next, and then the
heavier rock. Water collected into seas by the folding of the
earth's crust in cooling and the consequent formation of
large hollows and high mountains; the lowering of the mountains
by the action of wind and water and the important work of frost.
The action of water underground,—especially when heated was
next taken up and volcanoes and geysers described. Began the
study of tides.

Miss Hill.

Cooking:

Same as VI.

Sewing: Hemmed towels and basten hem on aprons.

Art Work: Worked on designs for programs.
General Music:

New songs taken up for Chorus Drill:

Younger groups: "'Tis raining" by Reinecke.

"Flag Song" by F.W. Root.

Older groups: "Windy Nights", by Villiers Stanford.

"Star Spangled Banner".

Monday Morning Recital:

"Inquietude" by Burgmuller Played by Helen Mrd and Ballade, by Burgmuller, played by Eliz. Campbell

Goblins, by Reinecke

"By the Spring" by Gurllit

Sub-primary Department:

Visit to the kindergarten of the Walter Scott school.

The work of the week dealt with winter sports. Winter wheat has been planted, and a game of farmer played, using different samples of wheat.
History:

Began the study of Japanese people. From the globe the children found out where Japan is, and that it is composed of islands. They talked about the Japanese people they had seen and compared them with the Eskimos.

While watering the plants the children discovered some green Aphides which they studies, and talked about their protective coloring and the harm they did to plants. Handwork consisted of illustrating on blackboard. Miss Andrews.

Cooking:

Prepared flaked rice using equal parts of cereal and water. This group will work out the proportion of water used and time required to cook the different preparations of cereals: as flaked, rolled, finely ground, coarsely ground, cracked, whole.

Miss Warme

Sewing:

As to spool work had come to be done without effort and was taken home to be finished, work bags were cut from crash, 6 in. by 10 in size, and the seams basted with Barbary cotton.

Miss Tough

Art Work:

Modeled animals in clay. Miss Cushman

Music:

Has been learning a Flag song to sing at Chorus Drill in February—our patriotic month. The group has also taken up "Tis Raining". Mrs. Kern.
History:

The consideration of the beginning and use of metals occupied all the time in both history and science. Time was divided about as follows: A little time was spent in discussion of this period, the rest of the time in experiments with and examination of iron, copper, tin, and a little time spent on lead and zinc to bring out the general characteristics of metals as related to their uses, as observed by the children. For example the use of iron for strength and hardness and withstanding the fire. They knew very little about copper, tin or bronze. In experimental work they melted copper wire and pounded it while hot. They melted tin, cooling the drops in water to see that the spherical form was assumed and the form was preserved by being cooled in water, or if dropped from a sufficient distance in the air. This was done because they asked about lead bullets, which they had all used. They were shown copper ore containing metallic copper, and were told it was found in this shape with most metals in what they called stones. They then differentiated those stones containing metals which men could get out from other stones, and were given the word "ore". Miss Camp.

Science:

Worked with metals in connection with their history. They examined a piece of copper ore and found out how the people in the early metal ages probably smelted their ores. They also heated wires of various metals and hammered the hot ends. Miss Will.

Cooking:

Same as I.

Sewing:

Same as I.
Music:

This group has completed a song for Valentine's Day-- the words and music, and are beginning to analyze it. They have been shown how to find C on the piano, and to write it on the staff.

Mrs. Kern.

Art. Work:

Modeled nut bowls. This was supplementary to history work.

Manual Training:

Continuation of work previously reported.
History:

The work with group III was substantially the same as that of Group II. More time was spent in discussing the situation in which they would place the fire in which they wanted to have a steady draft, how they would protect the fire from sudden changes of wind, and the nature of the wood used for fuel. They saw that they would get a hotter fire by using harder wood. One period being spent on this they did not get to the melting of tine and zinc as examples of easily fused metals.

Miss Camp.

Cooking:

Studied corn and corn preparations:

Difference between corn meal and flaked corn as to

1. Texture,
2. weight,
3. amount of surface exposed to water,
4. time taken to absorb water,
5. amount of water absorbed,
6. time required to thoroughly cook.

The whole grain was first examined; the outside layer of tough cellulose, the inner starchy portion.

The yellow corn meal and flaked hominy were next examined and compared with the whole grain. The children expressed their views as to how it was prepared on the field and in the factory in order to separate the edible portion with least waste.

Both preparations were cooked and the differences observed.

Miss Warmer.

Sewing:

Overhanded hems on work bags with Barbary cotton. Miss Tough.

Science: Same as II.

Music: Exercises in training the ear; the teacher singing a phrase and an individual repeating it. Have found A C E on piano and written them on the staff.

Mrs. Kern.
An attempt is to be made in this Group to get a general idea of the lands surrounding the Mediterranean and the part which the Phoenicians played as the distributors of the civilization of the different countries while trading from port to port. They are to be the people who discover the products of the different countries along the shores of the seas. It is to their interest to introduce new customs which will create a market for their wares. This is to be done by the captain, sailors or an occasional traveler relating, upon his arrival in port, the way things are done in the country from which they come. The captain is also supposed to be "up" on the history of all the countries he visits. A relief map is to be used, 51-2 feet long x 3 wide (roughly made by the teacher with putty and stones in a galvanized iron pan). The Mediterranean is real water, and a boat sailed from port to port, getting the appropriate merchandise at each port. The materials for shipping will be prepared in connection with domestic science work, in miniature.

During this week one period was spent in locating the Phoenicians and giving the reasons why so barren a country was chosen. One period was spent in a visit to Walker Museum, where a relief map of Palestine helped to get correct ideas of the country until their own map should be ready. Other period were spent in discussing the character of the country, the fact that trade was the only thing possible in such a country, and the founding of Sidon and establishment of trade in fish and timber.

Miss Runyon.
Science:

We passed from their consideration of the world in general, in which large division of lands and water were formed to the causes of day and night, the change of season, division of time and ways of telling time. In the division of time we took up minutes, and the number of these. By adding by thirties we found 365 days in a year. Part of this was a repetition of what they had found out. How long the time was from full moon to full moon they did not finish finding out, or the number of moons in a year. They found what the moon changes were due to in its revolutions about the earth. Miss Camp.

Cooking:

General discussion of cereals. Particular attention given to rice as to locality and manner of growth. Milk soup prepared with rice. Miss Tough.

Sewing:

Finished basting aprons. Miss Tough.

Manual training:

This group is at work upon a picture frame. This includes measurements, use of compass for drawing a circle, bit for boring holes, bracket saw for cutting, plane, chisel and knife, and the plan of building up with thick card board on the back of the frame to hold picture. Mr. Ball.

Art Work:

Modeled the base of an Assyrian column.

Music: Have had individual work in training the ear: repeating phrases of various difficulty given by the teacher. Have begun to see relationship between piano keys and staff sings. Mrs. Kern
History (United states):

Virginia is being studied as a typical southern colony, and the subdivision for the first few weeks will be the struggle for existence maintained by the colony at Jamestown. We began by discussing the reasons for colonization (1) to find a short way to India, (2) search for gold; (3) trade with the Indians. The colonies were merely to aid in these efforts, few coming at this time with the intention of making homes. Raleigh’s attempts at settlements on Roanoke island were first told. The usual stories connected with Raleigh—the cloak, the servant who threw the water over him when he was discovered smoking, and his wager with Elizabeth that he could tell the weight of the smoke from his pipe. The children deduced how this was done. One period was spent in reading by children from “Lady Yeardley’s visitor”, a story of a Roanoke Indian. With Miss Jackestein one period was spent in reading, one in writing.

Miss Runyon.

Science:

Looked at their pots which had been put away, and found some of the seeds had not germinated. Other beans were therefore planted. The two that were growing nicely were weighed, but the additional weight was so slight the children decided the growth was due to the food stored in the cotyledons; but as the cotyledons had dropped off, and further growth would be due to external food and would make the plant weigh more. Miss Andrews.

Sewing:

Finished hemming towels, drew initials on them and began outlining the same with colored cotton. Miss To gh.
Group V. Jan. 6, 1899

Cooking:

Began study of cereals.

The grains will be studied in the same way as reported for the younger groups. Some of the children had visited wheat farms and told what they knew of planting, cultivating, harvesting, threshing, shipping. Cracked wheat was prepared, using five parts water to one part cereal. It was cooked two hours in the double boiler. The cooked swollen grains were compared with the raw grains and the difference in starch and cellulose observed.

Miss Harmer.

Music:

Have had exercises in tone production and ear-training. Relationships between staff signs and key-board has been dwelt upon. Their group song on George Washington is completed and they have begun to analyze it.

Art work: Draw a spinning wheel as preparation for an illustration from John Alden.

Miss Cushman.
French:

Avez-vous, J'ai.

The difference between le and la was pointed out, calling it boy and girl gender. J'ai was told to be a contraction of Je ai. Sentences were made, both oral and written using avez and J'ai as and the articles. Counted in French up to ten. Nouns learned were: les espagnole, le garçon, le cheval, le fruit, le père, la mère, la poupée, le gâteau, la pomme de terre.

Miss Ashleman
History (United states)

While the children were studying about the beginning of the revolt of the people when England was realizing how independent they were growing, and began to make trouble about their charters and talked of taking them away and the people rebelled against it; when England appointed their governors and the people held out against it, and said if the king appointed the governor and said how much salary he should have which they must pay, this would be taxation without representation—the children said that they thought the Revolutionary war was about the tax on tea, and here the people were beginning to thing about war way back in the 17th century.

The children are now going to take up the strife between France and England and the effects in the colonies. The children seemed to have no idea that anything had been going on in Canada since Marquette, and so some time was spent on the life in Canada, getting a general idea of the number of people there and where they were settled, and reviewing again their claims to the Mississippi valley. After getting in mind where the English settlements were and where the French settlements were, we discussed where they would be apt to overlap, and where the disputed territory would be, and the best places to fortify. With this review they took up a great deal of geography in America. The French took the country drained by the Miss. and to find out what this was we took up the Miss. and its branches and the large mountain systems in the east and west.

In studying the life of the Canadians, the fact that the Iroquois were friendly with the English was brought in, while the French were made friends of the Algonquins, and they had
more friends than the English. This brought out the fact that the English were farmers and the French adventurers and travelers and penetrated into the country and became acquainted with the tribes.

Miss Bacon.

Science:

Continued the making of thermometers. The children colored 95 per cent. alcohol with methyl orange and put it into their tubes, drove the air out and sealed. Some of the children obtained the freezing point and wrote their records. The freezing point was obtained by placing the thermometer in melting snow.

Miss Andrews.

Cooking:

Begin study of vegetables. Qualitative analysis of the potato made by each child as reported for Group V. Practical work creamed codfish, baked potato, made cocoa.

Miss Warner.

Number work:

Continued keeping of school accounts.

Miss Hill.

Sewing:

Made pin flats by cutting two discs from pasteboard and covering them on one side with silk or linen cut 1-4 inch larger than the pasteboard.

Miss Tough.

Music: Ear-training. Tone production. Writing given phrases on the staff after discovering their proper syllables, then playing these phrases from staff on the piano.

Mrs. Kern.

French: Vous avez deux oreilles; vous avez un nez; vous avez un front; vous avez deux yeux bleus. J'ai un crayon rouge et noir. Tu as le papier et le crayon sur la table.

Miss Asleman.

The present tense of Avoir was given, the pronouns mon and ma
New nouns taken up were: la fille, la poule, la solde, la neige, la terre. Adjectives, blanc, blanche, blan; rouge, noir, noire, noires. Exercises consisted of writing original sentences using nouns formerly learned, and also a little composition.

Group VII

History:

The plan for the quarter is to study peoples now living in primitive stages of civilization and a few typical stages which of former methods of living which were not taken up last quarter. The idea is to give a general world view and a relation of a people to an environment.

The Lake dwellers of Switzerland were taken up as a type of people in progressive stages from the stone period to the bronze, and as a place where the things found enabled one to deduce the kind of life.

The children were told briefly of the discovery of the numerous Lake dwellings in Switzerland in 1853 by persons who took advantage of the low condition of the water to enlarge their gardens. The supposed reason for constructing the piles that had been found in the lowest layer showing that they had been cut with stone tools; the bones of animals found, showing what animals were domestic and what wild; the fact that the houses were built of interlaced branched lined with clay and probably circular in shape; the estimated area of a house and of one of the largest platforms (1200 ft. long by 150 w.), and from these facts we estimated the number of houses on the platform, supposing each to be occupied. and the